

Irtiqa'a School Inspection

AY 2025/26









Abu Dhabi Island International Private
School

Rating: Good

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School Information

General Information	
 Name	Abu Dhabi Island International Private School
 Esis Number	9239
 Location	13,Al 'Adeel St,Al Tiwayya,Al Ain 222201
 Website	http://www.adiips.org
 Telephone	037227666
 Principal	HISHAM ADNAN MOUSA HIJAZEEN
 Inspection Dates	21 to 23 Oct 2025
 Curriculum	American

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	282
Number of Emirati students	245
Number of students of determination	8
Largest nationality group of students	UAE - Jordan - Syria

Information On Teachers

Number of teachers	20
Nationalities	Syrian Arab Republic - Egypt - Sudan
Number of teaching assistants	6

Changes since the previous inspection

Since the previous inspection report in the AY2023/24, the school has sustained an overall performance judgement of Good.

Student attainment and progress standards have been sustained in all Arabic-medium subjects across all phases. In Arabic as a First Language, achievement has remained Acceptable in Phase 2 and Good in phases 3 and 4. In Islamic Education, achievement continues to be judged as Acceptable in phases 2 and 3, and Good in Phase 4. In social studies, achievement is Acceptable in all phases.

In English-medium subjects, attainment and progress levels have also been sustained. In English, achievement in Phase 2 has remained Acceptable. In phases 3 and 4, attainment continues to be judged Acceptable and progress Good. In mathematics and science, achievement remains Acceptable in Phase 2 and Good in phases 3 and 4.

There has been no change to Learning Skills, which remains Acceptable in Phase 2 and Good in phases 3 and 4.

Students' personal and social development remains Good in all phases. Students' understanding of Islamic values and awareness of Emirati and world cultures has improved from Acceptable to Good due to improved knowledge and appreciation of the UAE heritage and culture. Students' social responsibility and innovation skills remain Acceptable in all phases.

Teaching for effective learning has remained Acceptable in Phase 2 and Good in phases 3 and 4. Assessment has remained Acceptable in all phases. The quality of teaching is reflected in the range of teaching strategies used to meet the needs of individuals and groups of students. A system for collecting student performance data is in place, which is beginning to provide information to inform the lesson planning process more effectively.

Curriculum design, implementation and adaptation remain Good across all phases. The curriculum is cohesive and balanced. Curriculum adaptation has remained Acceptable in Phase 2 and Good in phases 3 and 4.

The health and safety of students, including child protection, continue to be a priority for the school and remain Good. The care, guidance and support which the school provides to all students remains Acceptable across all phases. The school is committed to supporting students with Additional Learning needs, including students of determination.

The quality of leadership and management at the school remains unchanged in all elements. The effectiveness of leadership continues to be judged as Acceptable. Leaders set a vision that aligns with the UAE national priorities, but despite their efforts, their plans and initiatives have not yet led to significant improvement. The quality of self-evaluation processes remains Good, although judgments resulting from the self-evaluation process do not fully align with what was observed in lessons and seen in work scrutiny. Partnerships with parents and the community remain Good. The support and impact which the school's governors have on the overall performance of the school remains Good. The management, staffing, quality and maintenance of facilities, and resource provision remain Good. All leaders are committed to their school and to continuous improvement. Since the last inspection, most recommendations have been actioned.

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

The school shows a clear commitment to assessing students' attainment against international benchmarks and regularly participates in global assessments to gauge its performance. Students' results have been benchmarked using the Trends in International Mathematics and Science Study (TIMSS) 2023, the Programme for International Student Assessment (PISA) 2022.

Assessment data is referenced in the School Development Plan (SDP), with specific targets set to drive improvement. Some SDP targets appropriately focus on developing critical thinking skills and ensuring teachers plan appropriate levels of challenge based on assessment data, however, the effectiveness of these plans varies.

The school has analyzed international benchmark results to identify skill gaps, leading to targeted interventions. This academic year, while the focus is on integrating MAP-style questions into regular lessons, this was not observed during lesson visits. Some departments have created action plans to improve the outcomes in international assessments, but progress towards these actions has not been measured.

The school raises awareness of the importance of international assessments among parents and students through information sessions, mock tests, resource links, and sharing results. Teachers receive training on international assessment frameworks, and the assessment outcomes are communicated to inform action plans that address skill and knowledge gaps. A comprehensive teacher training program that develops the teaching of critical thinking, which is necessary for success in international assessments, has been delivered; the impact of which has not yet been identified.

Performance in standardized and international assessments

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

Standardized Assessments

Students in phases 2, 3, and 4 participate in the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) standardized assessments in English language use and reading, mathematics, and science. Students in Grades 3 to 11 participated in the Arabic Benchmark Test (ABT), the Islamic Education Benchmark Test (ISBT) and the Social Studies Benchmark Test (SSBT).

Results of the AY2024/25 assessments indicate the following:

- In AY2024/25, students' attainment in MAP Spring English reading and language use was Outstanding across all phases. Progress in MAP English reading and language use was also Outstanding across all phases.
- In AY2024/25, students' attainment in MAP Spring in mathematics was Outstanding across all phases. Progress in MAP mathematics was Weak in Phase 2 and Outstanding in phases 3 and 4.
- In AY2024/25, students' attainment in MAP Spring in science was Outstanding across all phases. Progress in MAP science was also Outstanding across all phases.
- In AY2024/25, students' attainment in Arabic Benchmark Test (ABT) was Very Good across all phases.
- In AY2024/25, students' attainment in Islamic Education Benchmark Test (ISBT) was Very Good across all phases.
- In AY2024/25, students' attainment in Social Studies Benchmark Test (SSBT) was Outstanding across all phases.

International Assessments: TIMSS, PISA, PIRLS

15-year-old students participated in the PISA 2022 international assessments. Their results were as follows:

- In reading literacy, students achieved a score of 365, below the school target of 500 and the PISA international average of 476.
- In mathematical literacy, students achieved a score of 402, below the school target of 500 and the PISA international average of 472.
- In science literacy, students achieved a score of 392, below the school target of 500 and the PISA international average of 485.

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

- In Grade 4 mathematics, students achieved a score of 439, below the school target of 565, and below the international average of 503.
- In Grade 8 mathematics, students achieved a score of 439, below the school target of 543, and below the international average of 478.
- In Grade 4 science, students achieved a score of 438, below the school target of 573, and below the international average of 494.
- In Grade 8 science, students achieved a score of 359, below the school target of 496, and below the international average of 478.

Reading

In English and Arabic, the school places a great importance on developing reading skills. The school has a daily reading initiative in all lessons and introduced a bus reading program where age-appropriate story books are distributed to students to make productive use of their commute time through purposeful reading. However, the impact of reading provision is not yet consistently evident in students' higher-level comprehension and performance in international assessments, particularly in English.

The school has a relatively small library which contains 1,500 English and 1000 Arabic books. Although there is a range of fiction and non-fiction texts, the library is underutilized by subject departments other than English. Classrooms also have small book areas. The school has subscribed to the Kutabee online library resource. In addition, the annual Reading Week is celebrated with various programs and competitions that encourage students to share their readings during morning assembly.

The school's reading provision offers regular, well-structured opportunities for students to engage meaningfully with texts across subjects. In Arabic, lessons start with a one-minute silent reading routine ("Read in a Minute") and conclude with language-focused questions that deepen understanding. In English, teachers integrate reading purposefully throughout lessons and implement a structured phonics program for Phase 2 students. Across all subjects, teachers monitor reading development closely and foster confident, active engagement with a range of reading tasks.

As part of the program of professional development, teachers receive training on effective pedagogical strategies and how to foster a positive reading environment. Training has focused on developing foundational skills, including explicit teaching of phonemic awareness and phonics and on improving comprehension.

Parents are encouraged to bring home book packs for their children, with suggestions for making reading competitive and fun at home. Students who visit the library select books to read at home. The librarian provides advice to parents on how to encourage their children to read.

Strengths of the school

- The progress demonstrated by students in Arabic, English, mathematics, and science in phases 3 and 4.
- The display of positive behaviour and attitudes toward learning is shown by students across the school.
- The clear understanding by students of how Islamic values influence life in the UAE and the appreciation of the heritage and culture.
- The effective systems for promoting and managing students' attendance and punctuality.
- The effective procedures for the safeguarding of students, including child protection.

Key Recommendations

1. Raise students' achievements across all core subjects, particularly in Phase 2, by:

- strengthening students' Arabic language skills across all phases by developing comprehension, fluency, vocabulary, the ability to analyse texts, produce well-structured extended writing, and use Standard Arabic consistently.
- strengthening students' ability to recite the Qur'an accurately using Tajweed, recall and interpret Hadeeth correctly, and use both as evidence in oral and written responses across all phases.
- strengthening students' understanding of the UAE's international partnerships in Phase 2, developing their ability in Phase 3 to analyse and evaluate geographical patterns and data, and expanding student-led presentations in Phase 4 focused on economic development, civic responsibility, and values-based decision making.
- strengthening students' mathematical competence by increasing challenge in Phase 2 and developing problem solving, reasoning, precise mathematical language, and independent application of skills across all phases.
- strengthening students' scientific inquiry skills by developing prediction and basic investigation in Phase 2 and improving variable control, data analysis, and evidence-based conclusions across all phases.
- strengthening students' independence, collaboration, and inquiry skills by improving self-responsibility in Phase 2 and developing critical thinking, research, and problem-solving across all phases.

2. Improve teaching, assessment, and the curriculum by:

- strengthening teaching effectiveness through purposeful student-centered approaches in Phase 2, consistently providing appropriate challenge and support for all groups of students.
- improving the data analysis and use of assessment, while strengthening the design and rigor of internal assessments, and embedding assessment strategies to monitor the progress of all students.
- enhancing curriculum design, while broadening subject choices in Grade 12.
- strengthening cross-curricular links to support transfer of learning, and ensuring curriculum reviews reflect students' interests, aspirations, and diverse needs.

3. Improve the impact of school leadership on student performance by:

- sharpening the accuracy of self-evaluation by strengthening the use of classroom evidence and international benchmarks when judging students' attainment, ensuring that evaluations are precise, realistic, and evidence-based.
- strengthening the evaluation of teaching and the feedback provided to teachers by focusing more sharply on the impact of classroom practice on students' learning and achievement in line with the UAE Inspection Framework.
- refining strategic and departmental improvement goals so they provide clearer direction and more focused guidance for improvement.
- ensuring that resources, learning environments, and digital technologies are strategically allocated to maximize student achievement across all phases.
- ensuring the governing board has access to comprehensive student achievement data, including international benchmarks, to strengthen decision-making and accountability.

4. Improve students' achievement in international assessments (TIMSS, PISA, PIRLS) by:

- ensuring that senior and middle leaders clearly understand the assessment frameworks.
- familiarizing students with the types of questions and formats used in international assessments.
- using gap analysis information to target teaching in line with expectations in international assessments.
- identifying and supporting students who benefit the most from additional intervention programs.

Overall School Performance: Good

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

PS2: Students' personal and social development, and their innovation skills				
	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Not Applicable	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Not Applicable	Good ↑	Good ↑	Good ↑
Social responsibility and innovation skills	Not Applicable	Acceptable	Acceptable	Acceptable

PS3: Teaching and Assessment				
	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Not Applicable	Acceptable	Good	Good
Assessment	Not Applicable	Acceptable	Acceptable	Acceptable

PS4: Curriculum				
	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Not Applicable	Good	Good	Good
Curriculum adaptation	Not Applicable	Acceptable	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	Not Applicable	Good	Good	Good
Care and support	Not Applicable	Acceptable	Acceptable	Acceptable

PS6: Leadership and Management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	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	Acceptable	Acceptable	Good
	Progress	Not Applicable	Acceptable	Acceptable	Good

Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the Ministry of Education (MoE) curriculum standards indicates that most students in phases 2, 3, and 4 attain levels above the curriculum standards.
- The school administers the Islamic Studies Benchmark Test (ISBT) to evaluate students' attainment across all phases. The AY2024/25 results indicate Very Good attainment in all phases.
- In lessons and in their recent work, most students in phases 2 and 3 demonstrate knowledge and skills in Islamic principles, values, the Holy Qur'an, and Hadeeth attain levels that are in line with curriculum standards, while the majority of students in Phase 4 attain levels that are above the curriculum expectations. Most students in Phase 2 begin memorizing short Seerahs and Hadeeth and start to demonstrate faith-based behaviors, applying Islamic values in their daily routines. As they progress, students in Phase 3, develop deeper knowledge of the Prophet Muhammad's (PBUH) leadership qualities and Seerah. However, students' ability to independently gather evidence from the Holy Qur'an and the Noble Hadeeth to support their responses is less secure. Students in Phase 4 demonstrate values of modesty and responsibility in their daily lives and can recite verses from the Holy Qur'an and explain their meanings. Nonetheless, their understanding of Tajweed rules, Hadeeth terminology, and research skills related to Muslim scholars is underdeveloped.
- Over the past three years, the school's internal assessment analysis indicates that trends of attainment are consistently Outstanding across all phases.

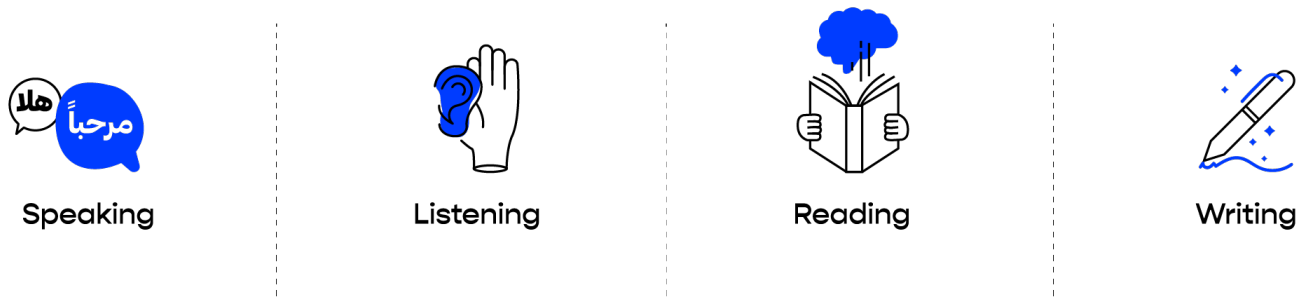
- The school's analysis of internal assessment progress data for the AY2024/25 indicates that most students in Phase 2 and a large majority of students in phases 3 and 4 make better than expected progress over time and from their starting point at the beginning of the academic year and against curriculum standards. Progress of the standardized assessment IsBT indicate that a large majority of students in phases 2 and 4, and most students in Phase 3 make better-than-expected progress against the international standards.
- In lessons and in their recent work, most students in phases 2 and 3 make the expected progress, while the majority of students in Phase 4 make better than expected progress in relation to appropriate learning objectives aligned with the MoE curriculum standards.
- The school analyzes assessment data to monitor the progress of different student groups, including boys, girls, Emirati students, and high and low attainers. The analysis shows that boys make Outstanding progress in Phase 2, Acceptable progress in Phase 3, and Very Good progress in Phase 4. Girls make Outstanding progress across all phases. Emirati students make Outstanding progress in Phase 2, Good progress in Phase 3, and Very Good progress in Phase 4. Low attainers make Outstanding progress in Phase 4, with no data available for phases 2 and 3. High attainers make Outstanding progress across all phases. Students of determination, including students of additional learning needs make Outstanding progress in phases 3 and 4, with no data available for Phase 2. There is no data available for gifted and talented students across all phases.
- In lessons, higher-attainers and gifted and talented students do not always make the progress they are capable of due to insufficient challenge.

Next Steps:

1. Develop students' ability in phases 2 and 3 to analyze and justify answers using evidence from the Holy Qur'an and the Noble Hadeeth to support students' responses in both written and oral tasks.
2. Enhance students' research skills through structured inquiries into Muslim scholars and their contributions, deepening their understanding of Islamic civilization and intellectual heritage across all phases.
3. Strengthen students' recitation and interpretation skills improving their application of Tajweed rules and understanding of key Hadeeth terminology.

Arabic as a first language

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



Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a first language	Attainment	Not Applicable	Acceptable	Good	Good
	Progress	Not Applicable	Acceptable	Good	Good

Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the Ministry of Education (MoE) curriculum standards indicates that most students in phases 2, 3, and 4 attain levels that are above the curriculum standards.
- The school administers the Arabic Benchmark Test (ABT) to benchmark students' attainment across all phases. The results for the AY2024/25 indicate Very Good attainment in all phases.
- In lessons and in their recent work, most students in Phase 2 demonstrate reading, listening, speaking and writing skills that are in line with curriculum standards, while the majority of students in phases 3 and 4 demonstrate levels that are above curriculum standards in reading fluency, listening comprehension, speaking, and writing. Students in Phase 2 develop basic foundational skills in recognizing and decoding simple words and sentences, with speaking and reading fluency showing gradual improvement as they engage with familiar texts. In Phase 3, students demonstrate growing accuracy and fluency in reading and show secure early analytical skills, producing generally well-organized written work, although the depth of extended writing varies. By Phase 4, students show a secure command of grammar, spelling, and paragraph structure and read a range of texts with growing understanding. They still need to strengthen critical engagement with complex texts, produce well-supported extended writing, and speak with greater confidence in Standard Arabic.
- Over the past three years, the school's internal assessment data indicate that attainment has been consistently Outstanding across all phases.
- The school's analysis of internal assessment progress data for AY2024/25 indicates that most students in Phase 2, the majority of students in Phase 3, and a large majority of students in Phase 4 make better than expected progress over time and from their starting points at the beginning of the academic year and against curriculum standards.
- In lessons and in their recent work, most students in Phase 2 make expected progress, while the majority of students in phases 3 and 4 make better than expected progress in relation to appropriate learning objectives aligned with MoE curriculum standards.

- The school analyzes internal assessment data to monitor the progress of different student groups, including boys, girls, Emirati students, and high and low attainers. The analysis shows that boys make Outstanding progress in Phase 2, Good progress in Phase 3, and Very Good progress in Phase 4. Girls make Outstanding progress in phases 2 and 4, while making Good progress in Phase 3. Low attainers make Outstanding progress in Phase 4, with no data available for phases 1 and 2. High attainers make Outstanding progress across all phases. Students of determination, including students with additional learning needs make Outstanding progress in Phase 3 and Acceptable progress in Phase 4. There is no data available for gifted and talented students across all phases.
- In lessons, higher-attaining and gifted, and talented students do not always make the progress they are capable of due to insufficient challenge.

Next Steps:

1. Develop students' ability to critically engage with more complex texts to deepen comprehension and analytical reading skills, particularly in Phase 4.
2. Enhance reading fluency and early analytical skills in phases 2 and 3 through regular guided reading, targeted vocabulary development, and structured comprehension practice.
3. Strengthen students' capacity to produce coherent extended writing with clear structure, substantive ideas, and well-supported arguments.

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	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable

Findings:

- The school’s analysis of internal assessment data for the AY2024/25 against the Ministry of Education (MoE) curriculum standards indicates that most students across all phases attain levels that are above the curriculum standards.
- The school administers the Social Studies Benchmark Test (SSBT) to benchmark students’ attainment in all phases. The results for the AY2024/25 indicate Outstanding attainment in all phases.
- In lessons and in their recent work, most students in all phases demonstrate levels of knowledge, skills, and understanding that are in line with the MoE curriculum standards. In Phase 2, students demonstrate a secure understanding of key aspects of UAE National Identity, including the role of the Founding Fathers and the current leaders of the country. They discuss the leaders’ contribution to building the nation, security, and the welfare of society. However, their awareness of the UAE’s role in international cooperation and global partnerships is still developing. In Phase 3, students show a clear understanding of Citizenship concepts, such as responsibilities within their community and the importance of ethical behavior. They also demonstrate basic knowledge about the geography of GCC countries and the world. However, skills in analyzing and evaluating geographical patterns and data remain inconsistent. In Phase 4 students accurately describe how economic factors affect individuals and society, demonstrating a growing understanding of the National Economy. However, they have not yet fully extended their learning through independent inquiry, research-based tasks, or by taking the lead in presenting topics related to values, civic responsibility, or economic decision-making.
- Over the past three years, the school’s internal assessment data indicate that trends in attainment are consistently Outstanding across all phases.
- The school’s analysis of internal assessment progress data for the AY2024/25 indicates that most students across all phases make better than expected progress over time and from their starting points at the beginning of the academic year, and against curriculum standards.
- In lessons and in their recent work, most students in all phases make the expected progress in relation to learning objectives aligned with the MoE curriculum standards.

- The school analyzes assessment data to monitor the progress of different student groups, including boys, girls, Emirati students, high attainers, and students of determination, including students with additional learning needs. The analysis shows that all groups make Outstanding progress across all phases. There is no available data for low attainers and gifted and talented students across all phases, same as for students of determination in Phase 2. In lessons, higher-attainers and gifted, and talented students do not always make the progress they are capable of due to insufficient challenge.

Next Steps:

1. Strengthen students' understanding in Phase 2 of the UAE's international partnerships and global cooperation.
2. Improve students' skills in Phase 3 in analyzing and evaluating geographical patterns and data.
3. Expand opportunities in Phase 4 for independent inquiry and student-led presentations related to economic development, civic responsibility, and values-based decision-making.

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	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Good	Good

Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the Common Core Ohio State curriculum standards for English indicates that most students in phases 2, 3, and 4 attain levels that are above the curriculum standards. These high levels of attainment do not fully align with the levels of students' knowledge and skills observed in lessons.
- The school administers NEWA Measures of Academic Progress (MAP) Spring tests in Grades 3 to 9 to benchmark students' attainment in reading and language use. Results for the AY2024/25 indicate that students' attainment in phases 2, 3 and 4 is Outstanding in both reading and language usage. Grade 4 students participated in the PIRLS examination in AY 2021 and achieved a score of 513.
- In PISA 2022, 15-year-old students attained an actual Reading score of 365, which is below the school target of 500 and the international average of 476.
- In lessons and in their recent work, most students in phases 2, 3, and 4 demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards. Students demonstrate developing writing skills across the phases. Phase 2 students can write simple short sentences using new vocabulary about familiar topics and contribute basic sentences in class discussions, while they are still developing the ability to write longer, more detailed sentences with consistent spelling and grammar. In Phase 3, students show developing comprehension and vocabulary skills, linking ideas to new words, and writing with growing accuracy. Only a few demonstrate the fluency and clarity expected at this level, as many are still developing coherent expression and confident use of new language. In Phase 4, students demonstrate listening skills, attending to a range of English accents, identifying key differences, and responding with short, structured explanations. Only a minority interpret deeper meaning or evaluate an author's language choices confidently, and many still need to strengthen higher-level comprehension and more developed, coherent explanations.

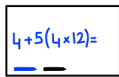
- Over the past three years, the school's internal assessment data indicate that trends in attainment are consistently Outstanding across all phases. Trends in standardized MAP assessment data indicate an upward trajectory in all phases. In phases 2 and 3, MAP reading attainment progressed from Very Weak in the AY2022/23 to Weak in the AY2023/24, before significantly rising to Outstanding in the AY2024/25. In Phase 4, attainment progressed from Very Weak in the AY2022/23 and AY2023/24, before accelerating rapidly to Outstanding in the AY2024/25. In phases 2 and 3, language use attainment improved from Weak in the AY2022/23 and AY2023/24, to Outstanding in the AY2024/25. In Phase 4, attainment significantly improved from Very Weak in the AY2022/23 and AY2023/24, to Outstanding in the AY2024/25.
- The school's analysis of internal assessment progress data for the AY 2024/25 indicates that most students in Phase 2, and a majority of students in Phase 4, make better than expected progress, while most students in Phase 3 make the expected progress over time from their starting points at the beginning of the academic year and against curriculum standards. In standardized MAP reading and language use assessments, most students making better than expected progress across all phases.
- In lessons and in their recent work, most students in phases 2, 3 and 4 make the expected progress in relation to learning objectives that are aligned with the curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including boys, girls, Emirati students, students with additional learning needs, including students of determination, and low and high attainers. Assessment data indicates that boys make Outstanding progress in Phase 2, Acceptable progress in Phase 3, and Good progress in Phase 4. Girls make Outstanding progress in Phase 2, Acceptable progress in Phase 3, and Very Good progress in Phase 4. Emirati students make Outstanding progress in Phase 2, Acceptable progress in Phase 3, while making Good progress in Phase 4. Low attainers make Outstanding progress in Phase 4, with no data available for phases 2 and 3. High-attainers make Outstanding progress across all phases. Students of determination, including students with additional learning needs, make Acceptable progress in Phase 2, Outstanding progress in Phase 3, while making Good progress in Phase 4.

Next Steps:

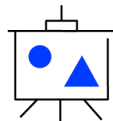
1. Strengthen Phase 2 students' writing, focusing on accurate spelling, correct grammar, and constructing longer, more detailed sentences.
2. Enhance Phase 3 students' writing, emphasizing richer vocabulary use, clearer idea development, and more coherent sentence structure.
3. Develop Phase 4 students' comprehension of texts, use of precise analytical language, and ability to express ideas clearly and with greater clarity.

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:



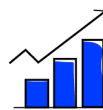
Number and quantity and their use



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	Not Applicable	Acceptable	Good	Good
	Progress	Not Applicable	Acceptable	Good	Good

Findings:

- The school's analysis of internal assessment data for the AY2024/25, against the Common Core Ohio State curriculum standards for mathematics, indicates that most students across all phases attain levels that are above the curriculum standards.
- The school administers NEWA Measures of Academic Progress (MAP) tests in Grades 3 to 9 to benchmark students' attainment in mathematics. Results for the AY2024/25 indicate Outstanding attainment in all phases. In TIMSS 2023, Grade 4 students achieved a score of 439, below the school target of 565 and the international average of 503, while Grade 8 students achieved a score of 394, below the school target of 543 and the international average of 478. In PISA 2022, the results show that 15-year-old students attained a score of 402, below the school target of 500 and the international average of 472.
- In lessons and in their recent work, most students in Phase 2 demonstrate mathematical knowledge, skills, and understanding in line with the curriculum standards. The majority of students in phases 3 and 4 demonstrate levels that are above the curriculum standards.
- In Phase 2, students show adequate numeracy and complete routine operations with developing accuracy; however, reasoning skills are still emerging. In Phase 3, students demonstrate secure arithmetic with percentages, calculating increases and decreases while developing algebraic thinking. In Phase 4, students apply algebraic reasoning and procedural fluency in calculus, determining limits and identifying key graph features with growing confidence. Precision, independence, and the ability to interpret complex problem contexts remain inconsistent across phases, influenced at times by language proficiency, and overall students require deeper mathematical understanding supported by targeted, individualized instruction.
- Over the past three years, the school's internal assessment data indicate consistently Outstanding attainment across all phases. Trends in MAP Spring attainment shows an upward trajectory in phases 2 and 3, improving from Weak in AY2022/2023 to Outstanding in AY2023/24 and AY2024/25. Similarly In Phase 4, an upward trajectory indicates attainment improved from Weak in AY2022/23 to Very Good in AY2023/24 , then to Outstanding in AY2024/25.

- The school's analysis of internal assessment progress data for AY2024/25 indicates that most students in Phase 2 make above expected progress, while most students in phases 3 and 4 make the expected progress over time from their starting points at the beginning of the academic year and against curriculum standards. MAP progress data indicates that less than three quarters of students in Phase 2 make the expected progress, while most students in phases 3 and 4 make above expected progress against the international standards.
- In lessons and in their recent work, most students in Phase 2 make the expected progress, while the majority of students in phases 3 and 4 make above expected progress in relation to the learning objectives aligned with the expected curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including boys, girls, Emirati students, students with additional learning needs, including students of determination, and low and high attainers. Assessment data indicate that boys make Outstanding progress in Phase 2, and Acceptable progress in phases 3 and 4. Girls make Outstanding progress in Phase 2, Acceptable progress in Phase 3, and Good progress in Phase 4. Emirati students make Outstanding progress in Phase 2, Acceptable progress in phases 3 and 4. Low attainers make Outstanding progress in Phase 4, with no data available for phases 2 and 3.
- High attainers make Outstanding progress across all phases. Students of determination, including students with additional learning needs, make Outstanding progress in phases 2 and 3, while making Good progress in Phase 4. There is no data for gifted and talented students across all phases.

Next Steps:

1. Deepen Phase 2 students' application of mathematical knowledge, strengthening their analytical skills with more challenging tasks.
2. Develop students' problem-solving and mathematical reasoning across all phases, with consistent use of precise mathematical language.
3. Enhance students' procedural fluency, analytical precision, and independent application of skills to enhance their overall mathematical competencies.

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	Not Applicable	Acceptable	Good	Good
	Progress	Not Applicable	Acceptable	Good	Good

Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the curriculum standards for science indicates that most students in all phases, including the three disciplines, physics, chemistry and biology attain levels that are above the curriculum standards. The high levels of attainment in internal assessments do not align with the levels observed in lessons.
- The school administers NEWA Measures of Academic Progress (MAP) tests in Grades 3 to 9 to benchmark students' attainment in science. Results for the AY2024/25 indicate Outstanding attainment in all phases. In TIMSS 2023, in science, Grade 4 students achieved a score of 438, below the school target of 573 and the international average of 494. In Grade 8, students attained a score of 359, below the school target of 496 and the international average of 478. In PISA 2022, 15-year-old students attained an actual score of 392, which is below the school target of 500 and the international average of 485.
- In lessons and in their recent work, most students in Phase 2 attain levels of scientific knowledge, skills, and understanding that are in line with curriculum standards. In phases 3 and 4, the majority of students attain levels that are above the curriculum standards.
- In Phase 2, students observe and classify information with developing accuracy, while their investigative skills, including predicting likely outcomes, are still emerging. In Phase 3, students demonstrate a secure understanding of key scientific terms, ideas, and processes and build suitably on prior knowledge. Their scientific inquiry skills are less secure, particularly in planning investigations and interpreting results, and progress for less able students slows when support is inconsistent. In Phase 4, students demonstrate secure scientific knowledge and appropriate independent investigative skills. While they benefit from regular laboratory work and build well on their understanding of scientific processes, their ability to control variables for fair testing and interpret experimental data is still developing.

- Over the past three years, the school's internal assessment data indicate that trends in attainment are consistently Outstanding in all phases. Trends of standardized MAP data indicates an upward trajectory in attainment in all phases, improving significantly from Weak in the AY2022/23 and AY2023/24 to Outstanding in the AY2024/25.
- The school's analysis of internal assessment progress data for the AY2024/25 indicates that most students in Phase 2 and the large majority of students in Phase 3 make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards. The data also indicates that in Phase 4, the large majority of students in biology, chemistry and physics make better than expected progress. MAP Spring data indicate that most students make better than expected progress in all phases.
- In lessons and in their recent work, most students in Phase 2 make the expected progress, while the majority of students in phases 3 and 4 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, including boys, girls, Emirati students, students with additional learning needs, including students of determination, and low and high attainers. Assessment data indicates that boys make Outstanding progress in Phase 2 and Good progress in Phase 3. In Phase 4, boys make Very Good progress in physics and chemistry, and Good progress in biology. Girls make Outstanding progress in Phase 2 and Good progress in Phase 3. In Phase 4, girls make Outstanding progress in physics, chemistry and biology. Emirati students make Outstanding progress in Phase 2, and Good progress in Phase 3. In Phase 4, Emirati students make Very Good progress in physics, chemistry and biology. Low attainers make Outstanding progress in physics, chemistry and biology in Phase 4, with no data available for phases 2 and 3. High attainers make Outstanding progress in phases 2 and 3. Students of determination, including students with additional learning needs make Outstanding progress in phases 2 and 3. In Phase 4, students make Outstanding progress in physics and biology, while making Very Good progress in chemistry.

Next Steps:

1. Enhance students' scientific investigative skills in Phase 2, particularly in predicting outcomes and applying basic inquiry processes.
2. Strengthen experimentation skills across phases by improving accuracy in manipulating and controlling variables to ensure fair testing and reliable results.
3. Develop students' competence in analyzing and interpreting data to draw evidence-based scientific conclusion.

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	Not Applicable	Acceptable	Good	Good

Findings:

- Students in Phase 2 show generally positive attitudes toward learning and participate appropriately in class activities; yet, they still depend on teachers to guide tasks and clarify expectations. They understand the objectives of lessons but have only a basic awareness of how to improve their work. In phases 3 and 4, students demonstrate stronger engagement and increasing responsibility for their learning, contributing more confidently to discussions and managing tasks with greater independence. By Phase 4, most students are well prepared for learning, recognize their strengths, and make purposeful efforts to succeed.
- In Phase 2, students can work productively in groups, although the quality of their interactions varies and collaboration is still developing; they communicate their ideas adequately but often need support to express themselves clearly and maintain attentive listening. In Phases 3 and 4, students interact and collaborate well in a range of learning situations, demonstrating active listening, constructive responses, and clear communication that enable them to achieve shared goals.
- In Phase 2, students begin to make basic connections between areas of learning and relate these in simple ways to their understanding of the world, often drawing on personal experiences when explaining their ideas. In Phases 3 and 4, students make clear and purposeful links between subjects, applying their learning to real-world contexts during projects and presentations, with Phase 4 students making particularly interdisciplinary connections that deepen their understanding.
- Students in Phase 2 carry out basic research with teacher guidance and use technology in limited ways, as their critical thinking and problem-solving skills are still emerging. In Phases 3 and 4, students show greater independence, finding things out for themselves and using technology more confidently to support learning, with critical thinking and problem-solving becoming common features of their collaborative work as they explore different approaches and solutions.

Next Steps:

1. Strengthen Phase 2 students' independence, enabling them to understand how to improve their work and take greater responsibility in lessons.
2. Improve collaboration and communication across phases, promoting clearer expression, attentive listening, and purposeful group interaction.
3. Develop inquiry and thinking skills across phases, enhancing independent research, effective use of technology, and structured problem-solving tasks.

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

Personal Development

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Not Applicable	Good	Good	Good

Findings:

- Students across all phases consistently display positive attitudes toward learning. When constructive feedback is given, students respond positively and use it to improve their work. Students are becoming increasingly more self-reliant, requiring less guidance from teachers as they progress through the school. Older students ask questions to prompt and clarify their thinking and are more likely to reflect on learning and establish personal learning goals.
- Students generally show self-discipline and interact well with others, and incidents of bullying are rare. Positive behavior prevails across all phases, with students behaving well in lessons and around the school, showing courtesy toward peers and staff, and contributing to a safe and orderly environment. Older students display particularly strong self-discipline and effective conflict-resolution skills, reflecting the school's values.
- Students understand the needs and differences of others and readily support their peers, contributing to consistently respectful and cordial relationships across the school. They interact naturally with staff and classmates, and their welcoming approach toward new joiners reinforces the strong sense of community and mutual respect evident throughout the school.
- Students demonstrate a sound understanding of safe and healthy lifestyles, actively participating in initiatives that promote well-being, such as theme days and workshops. Students enjoy sporting activities, including football and basketball, which are particularly popular. Students listen attentively and take notice of the key messages in school-wide presentations on health-related topics, enabling them to make informed decisions about their physical and emotional well-being.
- Attendance is Outstanding, at 99%, and students are usually punctual to school and lessons. This strong pattern was less evident in some Grade 9 boys' classes, where punctuality varied.

Next Steps:

1. Ensure students take greater initiative and assume more active ownership of their learning, particularly in Phase 2.
2. Develop students' ability in phases 2 and 3 to resolve conflicts independently and strengthen peer-to-peer problem-solving.
3. Increase student-led health awareness initiatives to deepen students' understanding of their physical and emotional well-being.

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	Not Applicable	Good ↑	Good ↑	Good ↑

Findings:

- Students demonstrated a clear understanding of Islamic values and practices. They are familiar with key acts of worship, such as prayer and fasting and can explain their significance in daily life. During morning assembly, students show appropriate respect during the recitation of the Holy Qur'an and Hadeeth. They participate enthusiastically in major Islamic occasions, including Ramadan, Eid Al-Adha, and the Prophet's birthday, demonstrating growing appreciation of Islamic values and traditions.
- Students demonstrate that they are knowledgeable and appreciative of the heritage and culture that shape and inform contemporary life in the UAE. During morning assembly, they show respectful engagement with the recitation of the Holy Qur'an and Hadeeth, and they participate in a range of cultural and Islamic activities, including Ramadan, Eid Al-Adha, and the Prophet's birthday, reflecting their growing understanding of national and cultural traditions.
- Students across all phases demonstrate a clear understanding and awareness of their own cultural background and regularly share aspects of their culture with peers during assemblies, celebrations, and school events. While students show appreciation for the diversity of world cultures, their understanding of cultural similarities, differences, and their influence on societies is still developing.

Next Steps:

1. Strengthen students' understanding of Islamic values, linking key practices to everyday life.
2. Increase student-led opportunities to explore and celebrate UAE heritage and culture.
3. Broaden exposure to world cultures and develop understanding of cultural similarities and differences.

Social responsibility and innovation skills

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Not Applicable	Acceptable	Acceptable	Acceptable

Findings:

- Students are aware of their responsibilities toward the school community. Through their participation in the ADIIB Volunteers Club, students register on the UAE Volunteering Platform to take part in community service initiatives, such as at the Hazza Bin Zayed Stadium, supporting the Red Crescent, distributing food to those in need, and participating in the “Al Fares Al Shuhm” initiative for Gaza. However, the consistency of participation in these activities varies across phases and is more popular with older students.
- Across all phases, students show a generally positive work ethic and increasing persistence, particularly in phases 3 and 4. They demonstrate some creativity during practical projects, especially in Phase 4, but are less inclined to take the lead in everyday group work or exploratory tasks. Although students participate in external events such as the Al Ain Municipality Festival of Innovation and The Little Investor, which support entrepreneurship and financial literacy, innovation within regular lessons remains underdeveloped across subjects and phases.
- Students across all phases show care for their immediate surroundings and participate in school-based sustainability activities, such as recycling projects and the Plant UAE Initiative, which help raise environmental awareness. While these efforts support conservation within the school, students’ involvement in wider community-based environmental initiatives remains limited.

Next Steps:

1. Increase the consistency of student participation in community service and volunteering activities.
2. Strengthen students’ innovation and enterprise skills, creating more opportunities for student-led exploration and creative project work.
3. Deepen students’ understanding of sustainability, extending their involvement from school-based activities to meaningful community environmental initiatives.

PS3: Teaching and Assessment

Teaching for effective learning

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Not Applicable	Acceptable	Good	Good

Findings:

- Most teachers in Phase 2 demonstrate secure subject knowledge and a basic understanding of how students learn; but this is not always applied consistently in lessons. In Phases 3 and 4, teachers make more effective use of their subject expertise and understanding of learning processes, applying these confidently to support students' progress.
- In Phase 2, teachers plan lessons that meet basic learning expectations, using time and resources appropriately; links to Common Core standards and adaptations for different learner needs are inconsistent. In Phases 3 and 4, teachers plan purposeful lessons with well-defined objectives, making effective use of time, resources, and available technology to create engaging learning environments that support student success. Across the phases, lesson pacing is generally appropriate, but slower lessons reduce opportunities for consolidation, and the use of manipulatives and practical science resources is not yet consistent enough to maximize inquiry and deepen understanding.
- In Phase 2, teachers' interactions create a positive and respectful atmosphere that encourages students to participate. Questioning often results in brief responses and some students remain passive when teacher talk dominates or instructions are unclear. In Phases 3 and 4, teachers engage students more effectively through thought-provoking questioning and purposeful dialogue that prompts deeper thinking, meaningful discussion, and clearer assessment of learning.
- Teachers in Phase 2 use strategies that adequately meet the needs of groups of students, but these are sometimes sufficiently personalized, and levels of challenge vary. In phases 3 and 4, teachers use a wider range of effective strategies and provide more appropriate challenges and support, although this is not yet consistently informed by rigorous analysis of assessment data to fully match the diverse needs of all students.
- In Phase 2, opportunities for students to develop critical thinking, problem-solving, innovation, and independent learning skills are limited, with inquiry and exploration occurring infrequently. In Phases 3 and 4, these skills are promoted more effectively, supported by technology that enhances analysis and exploration, although inquiry-based learning is not yet applied consistently across subjects.

Next Steps:

1. Improve the effectiveness of teaching in Phase 2, emphasizing purposeful student-centered approaches to accelerate students' progress.
2. Ensure teachers provide appropriate levels of challenge and support to effectively meet the diverse needs of students.
3. Systematically provide opportunities for students to develop critical thinking, problem-solving, and innovation skills in all phases.

Assessment

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Not Applicable	Acceptable	Acceptable	Acceptable

Findings:

- The school's assessment processes show developing consistency, and while many assessments align with curriculum standards, some variation in rigor limits the accuracy of measuring students' progress. This impacts the accuracy of the data provided and its use. The assessment policy is comprehensive and provides a clear framework for further strengthening practice.
- The school benchmarks students' academic outcomes against external, national, and international expectations through MAP assessments, standardized Arabic-medium tests, and participation in international assessments such as PISA and TIMSS. While these processes provide valuable comparisons with wider benchmarks, their use to consistently evaluate and inform students' performance varies across the school.
- Assessment data is analyzed by the senior leadership team to identify attainment trends and monitor progress, with diagnostic assessments used to determine starting points and highlight learning gaps for intervention. Analysis of progress for different groups of students over time remains undeveloped, which reduces how effectively the information informs targeted planning and improvement.
- Assessment information is used adequately to guide teaching and curriculum planning, with teachers recording and tracking students' attainment and progress to inform interventions and curriculum adjustments. However, its use remains inconsistent in ensuring that learning activities and differentiation fully meet the needs of all groups of students.
- Teachers have a reasonable understanding of students' strengths and weaknesses based on their observations and questioning; however, questions are not always targeted to extend higher-attaining students. They provide some challenge and support through scaffolds and clarification, but personalized assistance for students with additional learning needs, including students of determination, is inconsistent. While teachers monitor students' work, assessment-for-learning strategies are not used broadly enough to address gaps within lessons. In phases 3 and 4, feedback is more precise and offers greater challenge, although it is often affirming rather than fully constructive, and students are only sometimes involved in assessing their own learning.

Next Steps:

1. Strengthen the design and rigor of internal assessments to ensure clearer alignment with curriculum standards and more reliable measures of students' attainment and progress.
2. Develop teachers' skills in using assessment information more effectively to plan lessons to meet the needs of diverse students.
3. Improve the use of formative assessment strategies in lessons to monitor individual progress and provide timely support and challenge.

PS4: Curriculum

Curriculum design and implementation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Not Applicable	Good	Good	Good

Findings:

- The curriculum has a clear rationale and is aligned with the UAE vision for schools. It follows the Common Cores standards from the Ohio State and the Ministry of Education (MoE), ensuring it develops a breadth of knowledge and skills. The curriculum fulfills the requirements of the Common Core and the UAE statutory requirements.
- The curriculum is planned across all phases and subjects with continuity and progression. McGraw-Hill textbooks and accompanying scope-and-sequence planning documents provide a structured foundation for curriculum delivery, supporting the progressive development of students' understanding across all key subjects. The balanced curriculum coverage ensures that students are prepared for their next stages of learning.
- The range of curricular options for older students is narrow, offering some opportunities to develop their interests and talents. Most teaching time remains focused on core subjects, which limits the scope for additional subjects. Combined with constraints in staffing, resources, and facilities, this reduces opportunities for students to explore vocational pathways and further develop their strengths.
- Cross-curricular links are meaningfully planned between the different areas of learning. Links made in lessons enhance students' learning across subjects, which furthers their understanding. These links are managed in ways that support students in transferring skills and knowledge effectively between different subjects.
- The curriculum is reviewed annually and further refined through termly departmental reviews across almost all subjects. Implementation is monitored through lesson observations, and adjustments are informed by students' achievement and UAE national priorities. These reviews lead to revisions in the time allocated to topics and skills, as well as changes to the sequencing of content to better support progression.

Next Steps:

1. Broaden curriculum offerings at Grade 12 to provide greater choice and better support students' interests, talents, and career pathways.
2. Strengthen cross-curricular links to further enhance students' ability to transfer skills and knowledge between subjects.
3. Ensure curriculum reviews systematically incorporate students' interests and aspirations to support their personal and academic development.

Curriculum adaptation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Not Applicable	Acceptable	Good	Good

Findings:

- The school makes adequate modifications to the curriculum in Phase 2 to meet the needs of most groups of students. Adaptations would benefit from being more structured and consistently applied. In phases 3 and 4, curriculum adjustments are more effectively implemented, with teachers making purposeful modifications that better meet the needs of almost all groups of students. Internal and external assessment information helps guide these adjustments; however, enrichment opportunities for gifted and talented students would benefit from further development.
- The curriculum provides activities that engage most students, with Phase 2 offering a functional range of experiences that support academic and personal development; yet, opportunities for enterprise, innovation, creativity, and social contribution remain limited and uneven. In phases 3 and 4, the curriculum is more varied and motivating, with open-ended tasks and projects that promote creativity and innovation, as well as participation in competitions and enrichment events. Extra-curricular activities such as the STEAM club, environmental initiatives and the Art club broaden learning, while increased opportunities for community involvement in the upper phases help strengthen students' sense of social responsibility.
- Appropriate learning experiences that focus on the UAE's values, culture and heritage are integrated across subjects, particularly in the Arabic-medium curriculum. This supports all students in developing a clear understanding of Emirati culture and UAE society and strengthens their connection to the nation's heritage.

Next Steps:

1. Enhance curriculum modifications with more systematic use of assessment information to ensure the needs of all student groups are met.
2. Increase structured opportunities for enterprise, innovation, social contribution, and creativity in Phase 2 to enhance engagement and skill development.
3. Increase opportunities for students to deepen and apply their understanding of UAE values, culture, and heritage through more evaluative, research-based, and student-led activities across subjects.

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	Not Applicable	Good	Good	Good

Findings:

- The school has effective safeguarding procedures, supported by a dedicated committee overseeing referrals and communication, with policies shared through multiple channels. Regular awareness sessions for students and parents, along with the integration of online safety in lessons, reinforce protection measures. Students contribute through anti-bullying initiatives, although records of incidents lack sufficient detail to identify trends.
- The school maintains a safe, hygienic, and secure environment, strengthened by regular and thorough safety checks and vigilant supervision across the site. Monthly health and safety surveys help identify concerns, and arrival and dismissal procedures are well organized and closely supervised, including on school buses. Students consistently report feeling safe. Risk assessments for activities and trips are detailed, with clear mitigation measures in place, and regular safety drills ensure staff and students are well prepared for emergencies. Facilities are generally well maintained, with prompt responses to any issues, and trained staff manage fire safety and evacuation procedures effectively.
- The school's buildings and equipment are generally well-maintained for their age. During the inspection, the school responded promptly to issues identified. Records of fire drills and other safety procedures are appropriately kept, with clear actions documented. The nurse is diligent in caring for students, performing routine checks, and maintaining detailed records. Medications and related documents are securely stored, with consent forms signed by parents at the start of the year. The Health and Safety Committee conducts regular inspections, ensuring timely communication and follow-up on recognized issues. Daily rounds by the Health and Safety Officer, the Principal, and staff ensure continuous monitoring of safety across the school.
- The school's premises and facilities provide a generally safe and inclusive physical environment, with shaded outdoor areas, safety surfacing, and padded structures that support student well-being. Science laboratories are small but are managed safely. Ramps around the site enhance accessibility, and an evacuation chair and established plans ensure that students with mobility needs are supported during emergencies.

- Safe and healthy living is systematically built into most aspects of school life, supported by structured physical education lessons, health-themed assemblies, and regular classroom visits from the nurse to reinforce key messages. The school promotes healthy habits through a clear eating and lifestyle policy, with routine checks of lunch boxes and ongoing monitoring of students' BMI, though a few students do not fully comply with the expectations.

Next Steps:

1. Strengthen health and safety policies so they align with current guidance and clearly specify their creation and review dates.
2. Enhance site security with the implementation of a clear and consistent visitor identification system.
3. Improve compliance with the healthy-eating policy and students' awareness of healthy lifestyles across the school.

Care and support

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Not Applicable	Acceptable	Acceptable	Acceptable

Findings:

- Staff-student relationships are positive, with teachers taking responsibility for the care and well-being of students in their classes. Most staff respond well to students' needs, and relationships between teachers and students are mutually respectful. The behavior policy is clearly understood and consistently implemented by staff, students, and parents, helping to sustain a positive learning environment.
- The school is effective in its approach to promoting attendance and reducing absences. There are clear school-wide expectations that are consistently applied. The published punctuality policy is followed by families and students, resulting in most students arriving at school and lessons on time.
- The school has appropriate systems for identifying students with special educational needs and those who are gifted and/or talented. Identification is mainly initiated through teacher referrals and supported by internal screening carried out by the SENco, with parents providing relevant documentation for students of determination. While a small number of students have been formally identified, the school acknowledges the need to further strengthen and refine its identification processes to ensure all students' needs and abilities are accurately recognized.
- The school provides appropriate support for most students with special educational needs and for those who are gifted and talented. Individual Education Plans are prepared and shared with teachers and parents, and the SENco offers guidance to classroom teachers; however, support in lessons is not always sufficiently personalized. While gifted and talented students are identified, they do not consistently receive appropriately challenging or enriching work to extend their learning.
- Students' well-being and personal development are monitored at intervals by teachers and social workers, who take primary responsibility for identifying needs and providing appropriate personal and academic guidance. Although this support is available, the absence of a formal system limits students' access to consistent advice when concerns arise. Career guidance is provided twice a year in Grades 11 and 12, where students are surveyed about their interests in further studies and future pathways.

Next Steps:

1. Improve the identification procedures for students of determination to ensure their needs are recognized accurately and at an early stage.
2. Enhance lesson-level support and challenge to better meet the needs of students with additional learning needs and gifted and talented students.
3. Establish a formal schoolwide system to monitor students' well-being and ensure consistent access to trusted staff for support.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Acceptable

Findings:

- The senior leadership team sets a direction and vision aligned to the curricular expectations of the Common Core Ohio State, the MoE curricula, and to the school's values. This vision is shared by staff, students, parents and the wider school community. School leaders at all levels, supported by the governing board, are committed to the UAE's priorities and National Agenda and are focused on improving the quality of academic, social and cultural outcomes for all students, including students with additional learning needs, and students of determination. The senior leadership team demonstrates effective leadership skills and a commitment to ensuring that all staff and students are included and valued as respected members of the school community.
- Most senior leaders demonstrate a sound understanding of the Ohio State and MoE curricula and of effective teaching, learning, and assessment practices. They promote an inclusive culture focused on students' learning and personal development, and delegate key responsibilities appropriately, including to the SENco for supporting students with additional learning needs. While assessment practices are understood, stronger alignment is required between internal assessment information and students' actual performance in lessons and in standardized and international assessments. The senior leadership team has established a positive learning environment that supports the development of students' knowledge, understanding, and learning skills, contributing to improvements in standardized assessment outcomes.
- Relationships and communication across the school are professional and generally effective, supported by newly established leadership roles that strengthen teaching, learning, and assessment. Staff have clear responsibilities and report that leaders listen to concerns and welcome suggestions, contributing to positive morale among stakeholders.
- School leaders demonstrate a clear awareness of the further improvements required to raise standards in teaching, learning, and assessment, as reflected in action plans informed by analyzed assessment data. Middle leaders are developing their skills through a structured training program. The revised teaching evaluation framework is not yet applied consistently enough to drive significant improvements, particularly in aligning practice with the UAE inspection framework. The real-time student progress tracking tool is beginning to support instructional decisions, but its use remains variable across the school. Overall, leaders at all levels show sufficient capacity to make the required improvements.
- Leaders have improved some aspects of the school while sustaining a good overall level of performance. They hold staff to account through regular tracking and analysis of students' performance data, lesson observations, and reviews of how effective learning resources are used to support progress. Attainment and progress levels remain steady across all core subjects, and leaders consistently ensure compliance with statutory requirements.

Next Steps:

1. Strengthen middle leaders' understanding and application of the UAE Inspection Framework to ensure greater consistency in lesson observations, data analysis, and curriculum planning.
2. Increase leadership focus on raising students' achievement in international assessments through more targeted planning, monitoring, and professional development.
3. Drive improvement by strengthening the alignment between internal assessment outcomes and students' performance in lessons to ensure more accurate evaluation of attainment and progress, and to identify areas for improvement across all provision.

School self-evaluation and improvement planning

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

Findings:

- The school consults staff, parents, students, and the governing board at key stages of the self-evaluation cycle. Systematic self-evaluation draws on a broad range of evidence, including internal and external assessment data, lesson observations, and stakeholder feedback, enabling leaders to form an accurate understanding of the school's strengths and areas for improvement. However, some evaluative judgements overestimate students' attainment when compared with classroom evidence and international benchmarks. Improvement plans are clearly aligned to the priorities identified through this process and guide actions across the school.
- The effective monitoring of teaching and learning is a continuous process led by senior and middle leaders and includes learning walks, peer observations, and formal observations that provide teachers with clear feedback on strengths and areas for development. Observation tools, including rubrics from the UAE Inspection Framework, support structured evaluation; however, monitoring focuses more on the quality of teaching than on its impact on students' achievement. While effective systems are in place, a stronger emphasis on evaluating learning outcomes would enhance their overall impact.
- The school's ambitious strategic development plan is comprehensive and informed by thoughtful self-evaluation, aligning closely with the six performance indicators of the UAE Inspection Framework and the UAE's national priorities. It outlines clear development priorities, timelines, and responses to previous inspection recommendations, as well as emerging needs such as middle-leadership training and coaching. Although the plan includes measurable goals, some would benefit from clearer focus on evaluating the impact of actions on students' achievement. Departmental action plans appropriately target improvements in teaching skills and curriculum development, supporting the broader school improvement agenda.
- The school has addressed most of the recommendations from the previous inspection report and has made progress in several areas, with continued work underway to ensure these improvements become fully consistent across the school.

Next Steps:

1. Sharpen the accuracy of self-evaluation by strengthening the use of classroom evidence and international benchmarks when judging students' attainment, ensuring that evaluations are precise, realistic, and evidence-based.
2. Strengthen the monitoring and evaluation of teaching and the feedback provided to teachers by focusing more sharply on the impact of classroom practice on students' learning and achievement in line with the UAE Inspection Framework.
3. Refine strategic and departmental improvement goals so they provide clearer direction and more focused guidance for improvement.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

- The school is successful in engaging parents as partners in their children’s learning and school life. Parents support learning at home through routines such as homework and project work, and parents of students of determination contribute to their child’s Individual Education Plan (IEP). Parents also participate in school celebrations, including events that promote UAE heritage, values, and culture. The school seeks parents’ views through surveys, Parents’ Council meetings, and informal discussions, and these perspectives are considered when shaping school improvement priorities.
- The school uses a range of communication channels, including Class Dojo, SMS messages, WhatsApp, phone calls, and both formal and informal meetings to keep parents well informed about their children’s learning and development. Survey responses show that parents are highly satisfied with the regularity and clarity of communication. Parents of students with special educational needs are involved and routinely updated, ensuring they remain active partners in supporting their child’s progress.
- Reporting on students’ academic progress and personal and social development is now more comprehensive and clearly aligned with parents’ needs. Until recently, reports focused only on overall subject marks, but following parental input and a review of school practices, reports now include clear information on students’ personal and social development alongside the next specific steps in learning. Reports are issued at the end of each term, and parents of students of determination receive a termly report with a monthly update outlining each student’s learning, development, and progress.
- The school’s engagement with external partners supports students’ learning and social development. These partnerships provide opportunities for students to develop awareness of community service, UAE identity, and some global issues. Enrichment activities promote national identity and Arabic learning, while links with higher education offer guidance for high school students on future pathways.

Next Steps:

1. Extend partnerships to include more academic, cultural, and industry organizations to further broaden students’ experiences, career awareness, and community impact.
2. Strengthen the impact of parents in school improvement by increasing their involvement in reviewing progress against school improvement targets.
3. Embed the new reporting system by sharpening the clarity and consistency of the next steps for learning so they are tightly linked to curriculum expectations and enable parents and students to track progress more effectively over time.

Governance

Performance Indicator	Quality judgement
Governance	Good

Findings:

- The Governing Board includes representation from most stakeholders, including a parent representative, and through contributions from students, heads of departments, and invited external experts. This broad participation ensures the board gains detailed insight into the school's performance and needs. The board meets regularly with leaders and demonstrates a strong commitment to maintaining a high-quality educational experience for all students.
- The Governing Board monitors the school's actions and holds senior leaders accountable through regular performance reports, stakeholder feedback, and progress reviews against school development priorities. Board members visit the school frequently to observe lessons, speak with students, teachers, and parents, and evaluate the quality of provision. Through this, leaders are held to account for students' academic achievement and their personal and social development. To strengthen this further, the board would benefit from having access to the full range of student achievement data, including international assessment data, to support more informed decision-making and accountability.
- The Governing Board exerts a positive influence on the school's leadership and direction, providing clear strategic guidance and supporting leaders through decisions grounded in ethical and professional principles. It ensures that staffing is appropriate and suitably qualified, and that leaders, teachers, and support staff have access to relevant professional development. Resources for teaching and learning are allocated appropriately and address areas identified for improvement. Board members actively seek national and international best practices to inform strategic planning, including participation in global education summits. The board works with the principal to ensure all statutory requirements are fully met, and its oversight has a positive impact on the school's overall performance. This impact would be further strengthened by allocating resources more systematically to support continued improvement and by expanding the quality and availability of interactive digital technology in classrooms to enhance teaching and learning.

Next Steps:

1. Increase structured opportunities for students to engage with the Governing Board, ensuring their views inform decision-making and reflect a wider range of learner needs.
2. Ensure that the board has access to the full range of student achievement data, including international assessment data, to support decision-making and accountability measures.
3. Enhance resource allocation more systematically for continued improvement.

Management, staffing, facilities and resources

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

Findings:

- The school's day-to-day management is well-established procedures and routines that contribute positively to students' academic achievement and personal development. Leaders maintain strong oversight through regular lesson visits and ensure that timetabling, behavior systems, and staffing are organized effectively to support a smooth, well-run learning environment.
- The school is appropriately staffed with suitably qualified teachers and support personnel who benefit from regular professional development aligned with the school's priorities. Recent increases in staffing, particularly in Phase 2, have strengthened provision.
- The premises are appropriately designed and provide a generally supportive environment for teaching and learning, with specialist facilities that are accessible for all on the ground floor. While several facilities have been upgraded, the science laboratories remain of acceptable quality and require further enhancement to fully meet curriculum needs. The school has one main library and additional classroom libraries that are not yet used effectively across subjects to enrich learning. Classrooms are functional, but furniture layouts do not always promote collaborative learning. Outdoor areas for sports and recreation are safe, well-supervised, and contribute positively to students' wellbeing. The school has clear plans to expand provision through the construction of a new campus nearby.
- The school has expanded its range of relevant learning resources since the last inspection, particularly in science and mathematics, and these are beginning to support more effective teaching and learning. A large number of digital devices have also been provided for students; but these are used mainly at home. Teachers have limited access to interactive digital technology in classrooms, which reduces the overall impact of resources on learning.

Next Steps:

1. Increase the effective use of the library to support independent research, deepen subject understanding, and enrich learning across all phases.
2. Review classroom layouts and furniture to better enable cooperative and collaborative learning.
3. Expand the quality and availability of interactive digital technology in classrooms to enhance teaching and learning.

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