

Irtiqa'a School Inspection

AY 2025/26





Yasmina British Academy

Rating: Outstanding

Contents

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

School Information

General Information		
	Name	Yasmina British Academy
	Esis Number	9096
	Location	Khalifa City
	Website	http://www.alyasminaacademy.sch.ae
	Telephone	025014888
	Principal	KEITH JOHN MILLER
	Inspection Dates	06 to 09 Oct 2025
	Curriculum	British

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	3482
Number of Emirati students	1745
Number of students of determination	181
Largest nationality group of students	UAE - Britain - Egypt

Information On Teachers

Number of teachers	248
Nationalities	United Kingdom (UK) - Egypt - Ireland
Number of teaching assistants	5

Changes since the previous inspection

Since the last inspection in 2023, the school has sustained an overall Outstanding performance rating, demonstrating its ongoing commitment to improvement and high expectations across key performance areas.

Students' achievement in Arabic-medium subjects has shown improvement across various phases, while other phases have maintained their performance levels, with no regression being observed. Students' attainment in Arabic as a first language was not previously inspected in Phase 1 and is now judged as Good. In phases 2 and 3, attainment has improved from Good to Very Good, while in Phase 4 it has been sustained at Very Good. These gains are attributed to enhanced curriculum sequencing, more effective differentiation, and improved teaching strategies that deepen students' understanding and application of vocabulary and grammar. Teachers' subject knowledge and the integration of interactive, student-centered activities have strengthened fluency and accuracy in reading, writing, and speaking. Progress in Arabic as a first language is now Good in Phase 1, remains Very Good in phases 2 and 3, and continues to be Outstanding in Phase 4, as students demonstrate strong advancement in oral communication alongside sustained improvement in literacy skills. Students' attainment in Arabic as a second language was not previously inspected in Phase 1 and is now judged as Good, reflecting solid foundations in early language acquisition. In Phase 2, attainment has been sustained at Very Good, and in Phase 3, it has improved from Good to Very Good, supported by stronger curriculum alignment and differentiation that cater to varying levels of language proficiency. Students demonstrate developing proficiency in speaking and listening, and they can use familiar vocabulary in meaningful contexts. Progress in Arabic as a second language is Good in Phase 1 and remains Very Good in phases 2 and 3, as students increasingly apply learned structures with accuracy and fluency across a range of topics. Students' attainment in Islamic Education was not previously inspected in Phase 1 and is now judged as Very Good. It has been maintained at Very Good in Phase 2 and

improved from Good to Very Good in phases 3 and 4, reflecting deeper understanding of Qur'an, Hadeeth, and Islamic values. Progress is Very Good across all phases, as students increasingly interpret Surahs and Hadeeth accurately and reflect meaningfully on the Prophet's (PBUH) Seerah. Students' attainment in Social Studies has improved from Good to Very Good in Phases 2 and 3, reflecting students' better understanding of UAE history, culture, and national identity. Progress remains Very Good in both phases, as students continue to build on prior knowledge and apply their understanding to real-life and contemporary UAE contexts.

Similarly, students' achievement in English-medium subjects has shown improvement across various phases, with some phases showing progress, others maintaining previous performance levels, and none experiencing regression. Students' attainment in English has remained Very Good in phases 1, 2, and 4, and improved from Very Good to Outstanding in Phase 3, reflecting students' advanced language comprehension, fluency, and writing evident in lessons and external assessments. Progress remains Outstanding across all phases, as most students achieve better-than-expected outcomes through high-quality writing, articulate expression, and critical analysis skills. In mathematics, students' attainment has remained Very Good in Phase 1 and Outstanding in phases 3 and 4, while improving from Very Good to Outstanding in Phase 2. Students demonstrate mastery in number, measurement, and reasoning, applying mathematical concepts confidently to solve real-world problems. Progress remains Outstanding across all phases, with most students making better than expected gains from their starting points. In science, attainment has remained Very Good in Phase 1, while in Phase 4, it regressed from Outstanding to Very Good, as the large majority of students now attain levels that are above curriculum standards, as seen in lessons and students' work. In phases 2 and 3, students' attainment improved from Very Good to Outstanding, supported by students' strong performance in international assessments and deep conceptual understanding. Across the school, students apply scientific inquiry and experimentation effectively, linking theory to practice. Progress remains Outstanding in all phases, as most students are making better-than-expected progress, developing their analytical reasoning and investigative skills.

Learning skills across all phases remain Outstanding due to students' exceptional engagement and motivation, as well as their collaboration and communication skills, and their innovation and independent learning.

Performance Standard 2 (PS2), which relates to students' personal and social development and their innovation skills, was not evaluated in the previous inspection. In this inspection, students' personal development is judged as Outstanding across all phases. Students demonstrate positive behaviors, respectful relationships, and a secure understanding of safe and healthy living. Students' understanding of Islamic values and awareness of Emirati and world cultures are now judged as Very Good. Students across the school show an appreciation of Islamic values and their influence on UAE society, and an understanding of diverse cultural backgrounds and traditions. Similarly, students' social responsibility and innovation skills are now judged as Very Good in all phases with students participating in several initiatives that positively impact the school and the wider community and developing innovative and creative thinking and entrepreneurial skills through classroom projects.

Performance Standard 3, which evaluates teaching and assessment, remains Outstanding in both indicators across all phases. Teaching for effective learning is reflected in the consistent use of purposeful instructional strategies across all phases. A comprehensive and coherent system for collecting learner data is in place which provides actionable information which then informs the lesson planning process. Assessment systems are established and aligned with curriculum expectations. While internal and external data are regularly collected, the analysis is consistently used to inform planning and support effective differentiation. Feedback is specific and constructive, and assessment practices are effectively driving improvement in student outcomes.

Performance Standard 4 (PS4), which pertains to curriculum design and adaptation, not previously evaluated, is now judged Outstanding across all phases. The curriculum is very well structured, offering a broad range of pathways that align with national priorities and international benchmarks. It is responsive to students' diverse interests, abilities, and aspirations, embedding career education, innovation, and enterprise across subjects. Rich cross-curricular links promote meaningful learning connections, while a strong emphasis on UAE heritage, culture, and values ensures that students develop a deep sense of identity, pride, and global awareness.

The health, safety, and care of students remain Outstanding across all phases, reflecting the school's strong commitment to well-being and inclusion. Safeguarding policies and health protocols are clear, consistently applied, and regularly reviewed, ensuring a safe, clean, and well-maintained environment. The medical clinic is efficiently managed, providing prompt and professional care. Staff know students well and maintain supportive, respectful relationships that promote confidence and personal growth. Behavior, attendance, and punctuality are exemplary, and the identification and support of students of determination and those who are gifted and talented are highly effective, ensuring that all learners are challenged, supported, and able to thrive.

Leadership and management are Outstanding across all elements. Senior leaders provide a clear, strategic vision

aligned with UAE national priorities and foster a positive, inclusive culture with high staff morale and shared accountability. Self-evaluation and school improvement planning are robust and informed by data, supporting continuous development and sustained impact on school performance. Partnerships with parents and the wider community are highly effective, with families actively engaged as partners in students' learning. Governance provides strong strategic direction and effective oversight, while management systems, staffing, and resources are highly efficient and support smooth daily operations. All recommendations from the previous inspection have been fully addressed, reflecting a strong culture of reflection, responsiveness, and continuous improvement.

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

School leaders demonstrate a strong strategic commitment to achieving high performance in international benchmark assessments such as TIMSS, PIRLS, and PISA. Assessment priorities are embedded in leadership planning and departmental reviews, ensuring accountability at all levels. Leaders and Heads of Departments systematically monitor lesson plans and classroom practices to verify that activities effectively develop critical thinking, reasoning, and problem-solving; core skills assessed in international assessments. Leadership ensures that sample questions and benchmarking formats are integrated across subjects and allocates appropriate resources and training to sustain readiness and continuous improvement.

The curriculum is purposefully adapted to include activities that strengthen students' reasoning, inference, and analytical skills across subjects. In English, students interpret complex texts and practice inferential thinking; in science, they design experiments and apply investigative methods; and in mathematics, they refine conversion, logic, and application skills aligned with TIMSS frameworks. Teachers regularly use mock tests and sample papers under timed conditions to simulate international assessments, while continuous analysis of results enables data-driven adjustments to teaching and learning plans to close identified gaps.

Teachers benefit from targeted professional development designed to enhance their ability to prepare students for international assessments. Ongoing continuous professional development (CPD) programs, peer collaboration, and external training through Pearson and the Aldar Group network ensure staff are well-equipped to integrate high-order questioning, structured marking schemes, and data interpretation into classroom practice. This focused training reinforces teachers' understanding of international assessment standards and strengthens instructional strategies that promote deep understanding and independent problem-solving among students.

The school maintains active engagement with parents to build awareness of the importance and process of international assessments. Parents are regularly informed through meetings, newsletters, and online sessions about the school's participation and students' preparation strategies. In the 2025 PISA preparations, leaders hosted virtual orientation sessions to clarify objectives, outline student expectations, and encourage home support. This collaborative approach ensures parents are well-informed partners in promoting motivation and readiness for international testing.

Performance in standardized and international assessments

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

Standardized Assessments

The school administers the Granada Learning Progress Test provided by the GL Education Group for students in years 4 to 10 to benchmark students' attainment and progress in English, mathematics, and science (GL-PTE, GLPTM, GL-PTS).

The results indicate the following:

- In AY2024/25, students' attainment in GL-PT English is Very Good in Phase 2 and Outstanding in Phase 3. In terms of progress, the large majority of students make better-than-expected progress, resulting in Very Good progress.
- In AY2024/25, students' attainment in GL-PT mathematics is Very Good in Phase 2 and Outstanding in Phase 3. Similarly, the large majority of students make better-than-expected progress, resulting in Very Good progress.
- In AY2024/25, students' attainment in GL-PT Science is Very Good in phases 2 and 3. Progress is also Very Good across both phases, with the large majority of students making better-than-expected progress.

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 467, placing them within the intermediate proficiency benchmark, above the school target of 465, but slightly below the PISA international average of 476.
- In mathematical literacy, students achieved a score of 489, positioning them within the intermediate proficiency benchmark, below the school target of 490, but above the PISA international average of 472.
- In scientific literacy, students achieved a score of 526, placing them within the high proficiency benchmark, exceeding both the school target of 465 and the PISA international average of 485.

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

- In Year 5 mathematics, students achieved a score of 547, placing them within the high proficiency benchmark range, above the school target of 527 and the TIMSS international average of 503.
- In Year 9 mathematics, students achieved a score of 533, positioning them within the intermediate to high benchmark range, below the school target of 558, but above the TIMSS international average of 478.
- In Year 5 science, students achieved a score of 540, placing them within the high proficiency benchmark range, above the school target of 521 and the TIMSS international average of 494.
- In Year 9 science, students achieved a score of 539, placing them within the intermediate to high benchmark range, below the school target of 565, but above the TIMSS international average of 478.

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

- Year 5 students participated in the PIRLS assessment and achieved a score of 548, placing them within the High International Benchmark range.

Reading

School leaders demonstrate a strong, strategic commitment to promoting a lifelong love of reading across all phases. The whole-school reading plan, embedded within the English department's action plan, is closely monitored by senior and middle leaders through regular review of reading habits, assessment data, and library usage. Reading priorities are clearly reflected in departmental planning, lesson observations, and student targets. Leaders ensure that the teaching of reading is supported through professional development and that reading for pleasure is embedded within the curriculum. Librarians play an active role in monitoring borrowing patterns and supporting reading initiatives, ensuring that provision remains inclusive and responsive to student needs.

The reading environment across the school is vibrant, inclusive, and exceptionally well-resourced. The central libraries for both primary and secondary phases provide extensive collections of fiction, non-fiction, reference, and academic texts in English, Arabic, and modern foreign languages, effectively supporting both the English and Arabic curricula. Across all phases, the libraries house 31,000 titles in total, including 11,476 fiction and 6,429 non-fiction titles in phases 1 and 2, and 7,429 fiction and 7,467 non-fiction titles in phases 3 and 4. Specialist resources such as the Oxford School French Dictionary, Oxford Essential Arabic Dictionary, and Chambers Spanish Dictionary further enrich multilingual learning. Reading corners are thoughtfully integrated into all Foundation

Stage and primary classrooms, while book nooks, breakout study zones, and Majlisi-style reading spaces in the secondary section create calm, inviting environments for independent reading and research. Resources are well organized, color-coded by level, and regularly refreshed, ensuring continued relevance, accessibility, and engagement for all learners.

Reading is a well-established whole-school priority, reflected in purposeful classroom practice and a strong culture of reading for pleasure. Structured reading programs such as the Oxford Reading Owl support early literacy development, while dual-language materials ensure inclusivity. Whole-school initiatives, such as DEAR (Drop Everything and Read), Read-vember, and themed book campaigns, foster engagement and excitement. Each class appoints a Reading Ambassador, and older students act as reading buddies for younger peers, promoting mentorship and leadership in reading. Teachers systematically assess reading fluency, comprehension, and vocabulary in English and Arabic, using individual assessments to track progress and plan targeted interventions. Students are encouraged to reflect on their reading goals and achievements, supported by tailored assistance from the inclusion team, especially for those new to English.

Professional development for teachers is directly aligned with strengthening reading pedagogy. Training focuses on effective guided reading, comprehension strategies, and supporting struggling or bilingual readers. Staff participate in internal and external workshops to enhance their understanding of reading progression, phonics instruction, and formative assessment. Librarians and literacy coordinators lead collaborative planning sessions to integrate reading into all subjects. The inclusion of reading workshops for teachers, along with parent volunteer training to assist in reading sessions, extends the school's capacity to promote reading in both English and Arabic.

Parents are active partners in promoting reading across the school. They participate in workshops designed to enhance their ability to support reading at home and are encouraged to read with their children regularly. The school engages parents in reading events such as World Book Day, the Reading Café, and book fairs, where they assist with activities and share stories in multiple languages. Regular communication ensures parents are informed about their child's reading progress and guided on ways to reinforce reading habits at home. Through these initiatives, the school sustains a strong home-school partnership that supports literacy development and fosters a community-wide reading culture.

Strengths of the school

- Students consistently achieve strong outcomes across English-medium subjects.
- The school's provision for inclusion is highly effective, with robust systems for the identification and support of students of determination and gifted learners.
- Students' personal development, well-being, and behavior are exemplary across all phases.
- Senior and middle leaders collaborate within a distributed leadership model that fosters innovation, accountability, and continuous school improvement.
- Students meet or exceed international averages in PISA 2022 and TIMSS 2023.

Key Recommendations

1. Raise students' achievement to consistently Very Good or better in Arabic-medium subjects and to consistently Outstanding in English-medium subjects across all phases by:

- enhancing interactive listening and speaking skills to consolidate recognition and usage of new vocabulary and strengthen the understanding of spoken Arabic, particularly in Phase 1.
- increasing students' skills in linking Islamic values, etiquettes, principles, and laws to relevant Ayat from the Holy Qur'an and Hadeeth across all phases.
- Strengthen students' English language skills by improving clear and confident speaking in Phase 1, enhancing writing quality in Phases 2 and 4, and deepening higher-order reading and analytical skills across the school.
- Strengthen students' practical and analytical skills to ensure greater consistency in the accuracy and depth of their exploration, investigation, and interpretation of scientific concepts across all phases.

2. Improve teaching for effective learning, assessment, and curriculum by:

- enhancing teachers' pedagogy in applying subject knowledge and understanding how students learn it in Arabic medium subjects, particularly in Phase 1.
- enhancing the use of assessment information to closely adapt lessons to address identified gaps, particularly in Arabic-medium subjects.
- Improving curriculum modification practices in subjects where students show less strength, to better support progress and raise achievement in those areas.
- improving feedback practices so students have a clear understanding of their next steps and how to refine and strengthen their work.



3. Enhance students' readiness for and attainment on international assessments by:

- developing a coherent whole-school strategy for TIMSS, PISA, and PIRLS preparation with clear accountability, milestones, and regular progress reviews.
- using performance data from TIMSS, PISA, and PIRLS to guide instruction, track progress, and adjust the curriculum accordingly.
- integrating assessment-style tasks and inquiry-based learning activities consistently in lessons to strengthen students' problem-solving and reasoning.

4. Improve the impact of school leadership on student outcomes by:

- continuing to build leadership capacity at all levels and ensuring sustainable resources to maintain the school's trajectory of excellence.
- strengthening leadership planning and actions to provide focused support for students performing less securely, ensuring improved outcomes across all identified areas, and sustaining the school's high standards of excellence.
- expanding international partnerships to further enhance students' global engagement and learning.

Overall School Performance: Outstanding

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

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

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

PS3: Teaching and Assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

PS4: Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

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

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

PS6: Leadership and Management

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

Inspection findings

PS1: Students’ achievements

Islamic Education

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




Holy Qur’an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Very Good	Very Good	Very Good ↑	Very Good ↑
	Progress	Very Good	Very Good	Very Good	Very Good

Findings:

- The school’s analysis of internal assessment data for AY2024/25 against the Ministry of Education (MoE) curriculum standards for Islamic Education indicates that most students in Phase 2 and the large majority in phases 3 and 4 attain levels that are above curriculum standards. There is no assessment data for Phase 1 as Islamic Education was optional.
- The school has no external assessments for Islamic Education across phases.
- In lessons and in their recent work, a large majority of students across all phases demonstrate levels of knowledge, skills and understanding of Islamic principles, values, the Holy Qur’an, and Hadeeth that are above curriculum standards. In Phase 1, students are able to read short Suras from the Holy Qur’an and Hadeeth. Across phases 2, 3, and 4, students recite Ayat from the Holy Qur’an with strong accuracy and demonstrate secure understanding of key Islamic values, etiquettes, and principles. Many students are beginning to make meaningful links between these values and relevant Ayat and Hadeeth, and they show increasing awareness of how lessons from the Seerah (Life of the Prophet, PBUH) relate to daily life. However, the consistency and depth with which students make these connections continue to develop across the phases.
- Over the past three years, the school’s internal assessment data indicates an overall upward trend in attainment across phases 2, 3 and 4. In Phase 2, attainment improved from Very Good in AY2022/23 to being consistently Outstanding over the following two years. In phases 3 and 4, attainment improved from Good in AY2022/23 to consistently Very Good in the next two years, reflecting levels where the large majority of students attain above curriculum standards.


- The school's analysis of internal assessment progress data for AY2024/25 indicates that most students across phases 2, 3 and 4 make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards.
- In lessons and in their recent work, across all phases a large majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school analyses assessment data to monitor the progress of different student groups. The progress of boys, girls, and Emirati students is similar, with all groups demonstrating Outstanding progress across phases 2, 3 and 4. Low-attaining students make Very Good progress in phases 2 and 4 and Outstanding progress in Phase 3. High-attaining and Gifted and Talented students make Outstanding progress across all three phases. Students with additional learning needs, including students of determination, make Very Good progress, with all groups demonstrating better-than-expected progress from their starting points.

Next Steps:


1. Further strengthen the accuracy and fluency of students' Qur'anic recitation in phases 2, 3 and 4.
2. Extend students' ability to apply Islamic principles and values more consistently and independently in real-life and learning contexts.
3. Deepen students' understanding of the life and example of the Prophet (PBUH) and its influence on personal behavior and decision-making, across the school.

Arabic as a first language


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




Speaking



Listening



Reading



Writing

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

Findings:


- The school’s analysis of internal assessment attainment data for AY2024/25 against the MoE curriculum standards for Arabic as a First Language indicates that the large majority of students in phases 1, 2 and 3 and most students in Phase 4 attain levels that are above curriculum standards.
- There are no external assessments for Arabic First Language in phases 1, 2 and 4. The results of the IGCSE exam for AY2024/25 indicate Outstanding attainment in Phase 3.
- In lessons and in their recent work, the majority of students in Phase 1 and a large majority of students in phases 2, 3, and 4 demonstrate levels of knowledge, skills, and understanding that are above curriculum standards. In Phase 1, students develop early literacy and phonics skills. They recognise letter sounds, blend them to form simple words, and the majority begin to apply this knowledge in reading and writing. However, a small number are still developing their phonemic awareness skills. In Phase 2, students use reading and listening skills to understand main ideas and sequence events. However, their writing skills remain less well developed. Students are developing vocabulary and grammar skills that support clearer sentence construction, although a few still need support to use standard Arabic accurately. In Phase 3, students read with growing comprehension skills and interpret meaning across a range of texts, showing developing inference and analysis skills. In Phase 4, students interpret complex texts, identify key ideas, and express their understanding in extended writing and discussions. However, a few are still developing consistency in using standard Arabic in both oral and written communication.
- Over the past three years, the school’s internal assessment data indicates that attainment in Phase 1 has remained consistently Very Good. In phases 2 and 3, attainment shows a clear upward trajectory, improving from Good in AY2022/23 to being consistently Very Good in the following two years. In Phase 4, attainment strengthened from Very Good in AY2022/23 to consistently Outstanding in the following two years. In addition, results in the IGCSE Arabic examinations have remained consistently Outstanding over the last three years.
- The school’s analysis of internal assessment progress data for AY2024/25 indicates that most students across all phases make better than expected progress in relation to their starting points at the beginning of the academic year and against curriculum standards.

- In lessons and their recent work, the majority of students in Phase 1, the large majority in phases 2 and 3, and most students in Phase 4 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school analyses assessment data to monitor the progress of different student groups. The progress of boys and girls is similar, with both groups demonstrating Outstanding progress across all phases, reflecting levels where most students make better-than-expected progress from their starting points. Emirati students make Outstanding progress in phases 1, 3 and 4, while in Phase 2 their progress is Very Good. High-attaining and Gifted and Talented students demonstrate Outstanding progress across all phases. Low-attaining students and students with additional learning needs, including students of determination, make Very Good progress in phases 1 and 2, and Outstanding progress in phases 3 and 4.

Next Steps:

1. Enhance students' phonemic awareness in Phase 1 to support secure application of phonics in reading and writing.
2. Improve consistency in the use of standard Arabic in both oral and written communication across all phases.
3. Deepen students' analytical reading and extended writing responses in phases 3 and 4 to deepen analysis, inference and extended expression of understanding.

Arabic as a second language

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

Findings:


- The school's analysis of internal assessment data for AY2024/25 against the MoE curriculum standards for Arabic as a Second Language indicates that the large majority of students in phases 1 and 3 and most students in Phase 2 attain levels that are above the curriculum standards. There are very few students taking Arabic as Second Language in Phase 4.
- There are no external national or international assessments for Arabic Second Language. The results of the IGCSE exam for AY2024/25 indicate Outstanding attainment in Phase 3.
- In lessons and their recent work, the majority of students in Phase 1, and a large majority of students in phases 2 and 3 demonstrate levels of knowledge, skills and understanding that are above curriculum standards. In Phase 1, the majority of students develop secure speaking and listening skills. They are beginning to demonstrate foundational reading skills, such as blending letter sounds and recognizing familiar words with increasing accuracy. A small number are still consolidating their early reading and phonics skills. In Phase 2, students demonstrate strong speaking, listening and reading skills, enabling them to understand and construct short sentences and write simple narratives with clarity, although their extended writing skills is still developing. By Phase 3, students communicate their ideas clearly, with well-developed reading skills that support comprehension of a range of texts. However, a few students continue to find it challenging to transfer their understanding to more advanced writing tasks, such as summarizing or paraphrasing.
- Over the past three years, the school's internal assessment data indicates that attainment has been consistently Outstanding in phases 2 and 3. There is no data available in Phase 1 prior to AY2024/2025 when attainment was Very Good.
- The school's analysis of internal assessment progress data for AY2024/25 indicates that most students across phases 1, 2 and 3 make better than expected progress in relation to their starting points at the beginning of the academic year and against the curriculum standards.
- In lessons and their recent work, the majority of students in Phase 1, and a large majority in phases 2 and 3 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school analyses assessment data to monitor the progress of different student groups. Boys, girls, and high-attaining students make Outstanding progress across phases 1, 2 and 3. Low-attaining students make Very Good progress across phases 1, 2 and 3. Students with additional learning needs, including students of determination, make Very Good progress in phases 1 and 2 and Outstanding progress in Phase 3. Gifted and talented students demonstrate Outstanding progress across phases 1, 2 and 3.

Next Steps:


1. Strengthen students' foundational reading skills in Phase 1 to further develop their ability to blend letter sounds and recognize familiar words with accuracy.
2. Develop students' extended writing skills, particularly in Phase 2, to enable them to express their ideas clearly in longer and more structured pieces of writing.
3. Develop students' reading and writing skills, particularly in Phase 3, to enable them to transfer their thinking into more advanced and well-structured analytical writing.

UAE Social Studies


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




National identity




Citizenship




Government



Values and ethics



The individual and society



The national economy

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

Findings:

- The school’s analysis of internal assessment data for AY2024/25 against MoE curriculum standards for social studies indicates that the large majority of students in phases 2 and 3 attain levels that are above curriculum standards.
- There are no external, national or international social studies assessments.
- In lessons and their recent work, a large majority of students in phases 2 and 3 demonstrate levels of knowledge, skills, and understanding above MoE curriculum standards. Students across phases 2 and 3 demonstrate a strong understanding of UAE culture, heritage, and national identity, fluently articulating key historical events and cultural traditions. They show secure knowledge of the UAE’s social development and its role in regional and global contexts. While the large majority of students apply foundational geographical knowledge well, some require further support to strengthen their map-reading skills and deepen their understanding of the connections between the UAE’s geography, economic growth, and global influence.
- Over the past three years, the school’s internal assessment data indicates an upward trajectory in attainment in phases 2 and 3, both improving from Good in AY2022/23 to being consistently Very Good in the following two years.
- The school’s analysis of internal assessment progress data for AY2024/25 indicates that most students in phases 2 and 3 make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards.
- In lessons and their recent work, a large majority of students in phases 2 and 3 make better than expected progress in relation to learning objectives that are aligned with the expected curriculum standards.
- The school analyses assessment data to evaluate the progress of different student groups. Girls make slightly better progress than boys, demonstrating Outstanding progress in both phases, while boys make


Very Good progress across phases 2 and 3. Emirati students make Outstanding progress in Phase 2, while their progress in Phase 3 is Very Good. In contrast, low-attaining students make Very Good progress in Phase 2 and Outstanding progress in Phase 3. High-attaining and Gifted and Talented students demonstrate Outstanding progress in both phases, while students with additional learning needs, including students of determination, make Very Good progress across phases 2 and 3.

Next Steps:


1. Enhance students' map-reading and interpretation skills to deepen their geographical understanding across both phases.
2. Develop students' application of key social studies concepts to move beyond memorizing those terms, particularly in Phase 2.
3. Strengthen students' understanding of how UAE's global developments influence its economy, particularly in Phase 3.

English


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




Speaking



Listening



Reading



Writing

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

Findings:

- The school’s analysis of internal assessment data for AY2024/25, against the National Curriculum for England standards for English indicates the large majority of students in phases 1, 2 and 4, and most students in Phase 3 attain levels that are above curriculum standards.
- The school administers GL-PT from years 4 to 10 to benchmark students’ attainment in English. Results in AY2024/25 indicate that students’ attainment in phases 2 and 3 is Very Good. Results for IGCSE examinations in Year 11 for AY 2024/25 indicate Outstanding attainment. Results for A-Level examinations in Year 13 for AY2024/25 indicate Acceptable attainment. Results in BTec examinations in Year 13 for AY2024/25, indicate Outstanding attainment. In the PISA 2022 international assessment, 15-year-old students achieved a score of 467 in reading literacy, which is above the school target of 465 but below the international average of 476. In the PIRLS Reading test in 2021, Year 5 students achieved a score of 548 placing them at the High International Benchmark level.
- In lessons and their recent work, a large majority students in phases 1, 2 and 4, and most students in Phase 3, demonstrate levels of knowledge, skills and understanding that are above curriculum standards. In Phase 1, students demonstrate strong foundational communication skills. They listen attentively to stories, express their ideas clearly, and begin to apply early phonics and reading strategies with increasing accuracy, although some require more structured opportunities to practice speaking aloud. In Phase 2, students build effectively on these foundations, working collaboratively, applying a broad range of vocabulary, and showing secure comprehension of age-appropriate texts. In Phase 3, students demonstrate advanced reading skills. They analyze a range of texts and poems with depth, write extended and well-structured paragraphs, and justify their interpretations with relevant evidence. Their ability to express ideas in both oral and written form is a significant strength. In Phase 4, students continue to attain levels above curriculum expectations, demonstrating fluency in discussions, presentations, and critical responses to complex texts, although a few require further improvement in advanced writing skills.

- Over the past three years, the school's internal assessment data indicates that attainment has been consistently Very Good in phases 1 and 2, while trends in attainment in Phase 3 show an upward trajectory, improving from consistently Very Good in AY2022/23 and AY2023/24 to Outstanding in AY2024/25. In Phase 4, attainment has fluctuated, regressing from Very Good in AY2022/23 to Good in AY2023/24, before improving again to Very Good in AY2024/25. Attainment in the IGCSE examination in Phase 3 has strengthened from Good in AY2022/23 and AY2023/24 to Outstanding in AY2024/25. In addition, GL-PTE data over the same period shows consistently Very Good attainment in Phase 2, while in Phase 3, attainment improved from Very Good in AY2022/23 and AY2023/24 to Outstanding in AY2024/25.
- The school's analysis of internal assessment progress data for AY2024/25 indicates that most students in phases 1, 2 and 3 and the large majority in Phase 4, make better than expected progress in relation to their starting points at the beginning of the academic year and against curriculum standards. Standardized GL-PTE data indicates that students make Very Good progress in phases 2 and 3.
- In lessons and their recent work, most students across all phases make better-than-expected progress in relation to appropriate learning objectives aligned with the curriculum standards.
- The school analyzes assessment data to monitor the progress of various student groups. Data indicates that boys, Emirati students, and low attainers make Outstanding progress across all phases. Girls, high attainers, and gifted and talented students make Outstanding progress in phases 1, 2, and 3, while in Phase 4 their progress is Very Good. Students with additional learning needs, including students of determination, make Outstanding progress in phases 1, 2, and 4, and Very Good progress in Phase 3.

Next Steps:

1. Strengthen students' speaking and listening skills in Phase 1, to support clearer and more purposeful oral expression.
2. Enhance students' writing skills in phases 2 and 4, focusing on organization, structure, and advanced vocabulary.
3. Expand students' higher-order reading and analytical skills to ensure consistency and depth in text analysis, interpretation, and inference.

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	Outstanding ↑	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding

Findings:

- The school’s analysis of internal assessment data for AY2024/25 against the National curriculum for England standards for mathematics indicates that the large majority of students across all phases attain levels that are above curriculum standards.
- There are no external national or international assessments for mathematics in Phase 1. The school administers GL-PTM in years 4 to 10 to benchmark students’ attainment in mathematics. Results in AY2024/25 indicate that students’ attainment is Very Good in Phase 2, and Outstanding in Phase 3. IGCSE results in Year 11 indicate Very Good attainment, while A-Level Year 13 results indicate Good attainment. In international benchmarking, results from TIMSS 2023 show that Year 5 students achieved a score of 547, above the school target of 527 and the international average of 503. In Year 9, students achieved a score of 533, below the school target of 558, but above the international average of 478. In PISA 2022, 15-year-old students achieved a score of 489 which is just below the school target of 490 but above the international average of 472.
- In lessons and their recent work, a large majority of students in Phase 1, and most students in phases 2, 3 and 4 demonstrate levels of mathematical knowledge, skills and understanding that are above curriculum standards. In Phase 1, students show accuracy in basic calculations and use appropriate mathematical language to explain their thinking, although a small number are still developing consistency in applying these skills independently. In Phase 2, students demonstrate strong fluency in the four operations and apply their understanding effectively in areas such as shape, measurement and early algebraic reasoning. In phases 3 and 4, students solve multi-step problems with increasing sophistication and apply mathematical concepts in real-life and cross-curricular contexts, including science and technology. Across all phases, students demonstrate developing reasoning and inquiry skills; however, these are not yet consistently embedded, particularly when responding to unfamiliar or open-ended problems.
- Over the past three years, the school’s internal assessment data indicates that attainment has remained consistently Very Good in phases 1 and 2. In phases 3 and 4, trends in attainment show a slight downward trajectory, regressing from Outstanding in AY2022/23 to being consistently Very Good in the following two years. Standardised GL-PTM data indicates that attainment has remained consistently Very Good in Phase 2, while in Phase 3 it shows an upward trajectory, improving from consistently Very Good in AY2022/23 and AY2023/24 to Outstanding in AY2024/25.

- The school's analysis of internal assessment progress data for AY2024/25 indicates that most students across all phases make better-than-expected progress from their starting points at the beginning of the academic year and against curriculum standards. GL-PTM data indicates Very Good progress in phases 2 and 3.
- In lessons and their recent work, most students across all phases make better-than-expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school analyses internal assessment data to monitor the progress of different student groups. The data indicates that most groups, including boys, girls, Emirati students, and high attainers, make Outstanding progress across all phases. Low attainers also make Outstanding progress in Phases 1, 2, and 3; however, in Phase 4 their progress is Good. Students with additional learning needs, including students of determination, make Outstanding progress in Phases 1, 2, and 4, while in Phase 3 their progress is Very Good. Similarly, gifted and talented students make Outstanding progress in Phases 1, 2, and 3, and Very Good progress in Phase 4.

Next Steps:

1. Strengthen students' foundational number sense in Phase 1, using accurate mathematical language to represent and explain their thinking.
2. Extend students' application of mathematical thinking to unfamiliar and non-routine problems, strengthening their capacity to select efficient strategies, test ideas, and communicate solutions clearly across all phases.
3. Deepen students' mathematical reasoning and inquiry, strengthening their ability to explore, justify, and solve complex and open-ended problems.

Science

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



Scientific thinking,
inquiry, and
investigative skills



Ability to draw
conclusions and
communicate ideas



Application of science
to technology, the
environment and society

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

Findings:

- The school’s analysis of internal assessment data for AY 2024/2025, measured against the National Curriculum for England standards for Science, indicates that a large majority of students in phases 1, 2, and 3 attain levels above curriculum standards. Analysis of internal attainment assessment data across the three science disciplines indicates that a large majority of students in Phase 3 physics and biology, and in all three disciplines in Phase 4, attain levels above curriculum standards, while the majority of students in Phase 3 chemistry also attain levels above curriculum standards.
- There are no external national or international assessments administered for science in Phase 1. The school administers the GL-PTS standardized assessment in years 4 to 6, and 8 to 10 to benchmark students’ attainment in science. Results in AY2024/25 indicate Very Good attainment in phases 2 and 3. In the IGCSE examination, results in Phase 3 in AY2024/25 indicate Very Good attainment in physics and biology, and Weak in chemistry. In Phase 4, results of the AS level examinations indicate Outstanding attainment in biology and physics, and Very Good in chemistry. In A-level assessments, results of Year 13 students indicate Outstanding attainment in physics, and Weak in biology and chemistry. In TIMSS 2023, Year 5 students scored 540, exceeding the school target of 521 and the international average of 494. Year 9 students scored 539, falling short of the school target of 565, but exceeding the international average of 478. In PISA 2022, 15-year-old students achieved a score of 526 in scientific literacy, which is above the school target of 465 and the international average of 476.

- In lessons and their recent work, most students in phases 2 and 3, and a large majority of students in phases 1 and 4 demonstrate levels of scientific knowledge, skills and understanding that are above curriculum standards. In Phase 1, students demonstrate strong levels of curiosity and early scientific understanding. They observe closely, classify objects accurately, and record simple findings using appropriate vocabulary and representations. In Phase 2, students apply their scientific knowledge effectively and consistently use appropriate scientific methods to investigate questions, identify clear patterns, and accurately interpret and justify their findings. Although a few, particularly boys, are still developing competence in using scientific terminology to communicate their thinking verbally. In Phase 3, students demonstrate advanced understanding of scientific concepts, record and present data effectively using tables, graphs and diagrams, and apply strong reasoning and analysis when explaining outcomes. In Phase 4, students explain and apply scientific ideas clearly in both practical and written contexts, although extended scientific writing, such as detailed report writing and evaluation of investigations, is still developing for a few students. Across phases, practical and analytical skills are not yet consistently strong, leaving room for further improvement.
- Over the past three years, the school's internal assessment data indicates that attainment has been consistently Very Good in phases 1 and 2. In Phase 3, attainment in general science and physics has fluctuated, regressing from Very Good in AY2022/23 to Good in AY2023/24, before improving again to Very Good in AY2024/25. Phase 3 chemistry shows a downward trajectory, declining from consistently Very Good in AY2022/23 and AY2023/24 to Good in AY2024/25. Phase 3 biology has also fluctuated, regressing from Outstanding in AY2022/23 to Good in AY2023/24, then improving to Very Good in AY2024/25. In Phase 4, attainment in physics has remained consistently Very Good over the last three years. However, in chemistry and biology, it shows a slight downward trend, declining from consistently Outstanding in AY2022/23 and AY2023/24 to Very Good in AY2024/25. GL-PTS data over the same period indicates a regression in phases 2 and 3. In Phase 2, attainment declined from Outstanding in AY2022/23 and AY2023/24 to Very Good in AY2024/25, while in Phase 3 it declined from Outstanding in AY2022/23 to Very Good in the past two years.
- The school's internal assessment data indicates that most students in phases 1 and 2, and the majority of students in Phase 3 make better than expected progress in relation to their individual starting points at the beginning of the academic year and against curriculum standards. In phases 3 and 4, the large majority of students across the three specialists make better-than-expected progress. GL-PTS assessment data indicates Very Good progress in phases 2 and 3.
- In lessons and their recent work, most students across all phases make better-than-expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school analyses assessment data to monitor the progress of different student groups in science and across the three disciplines of physics, chemistry and biology in phases 3 and 4. Data analysis indicates that girls and boys make similar progress in phases 1, 2 and 3. In phases 1 and 2, both groups make Outstanding progress, while in Phase 3 general science, physics and chemistry, their progress is Very Good. In Phase 3 biology, boys make slightly better progress, demonstrating Outstanding progress, while girls make Very Good progress. In Phase 4, boys and girls make Very Good progress in physics and chemistry, while in biology, boys make Outstanding progress and girls make Very Good progress. Emirati students and low attainers make similar progress in phases 1, 2 and 3 of general science. In phases 1 and 2, they make Outstanding progress, while in Phase 3 general science they make Very Good progress, and across the three disciplines in Phase 3, they make Good progress. Their progress in Phase 4 varies across the disciplines. Emirati students make Outstanding progress in physics, Good progress in chemistry and Very Good progress in biology, while low attainers make Outstanding progress in chemistry and Good progress in biology, with none identified in physics. High attainers make Outstanding progress in phases 1, 2 and 3. In phases 3 and 4, their progress across the three disciplines varies. They make Outstanding progress in physics in both phases, Very Good progress in biology in both phases, and in chemistry, they make Very Good progress in Phase 3 and Good progress in Phase 4. Students with additional learning needs, including students of determination, make Outstanding progress in phases 1, 2 and 3, Very Good progress across the three disciplines in Phase 3, and Good progress in Phase 4 biology. The progress of gifted and talented students is Outstanding in phases 1, 2 and 3, and in Phase 3 physics and biology, while in Phase 3 chemistry it is Good. In Phase 4, gifted and talented students make Very Good progress across the three disciplines.

Next Steps:

1. Strengthen students' use of scientific terminology in verbal explanations, so that ideas, observations, and conclusions are communicated more precisely, particularly in the lower phases.
2. Develop students' ability to express scientific thinking in sustained written forms, with greater depth in reporting, analysing, and evaluating investigations, particularly in Phase 4.
3. Strengthen students' practical and analytical skills to ensure greater consistency in the accuracy and depth of their exploration, investigation, and interpretation of scientific concepts across all phases.

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	Outstanding	Outstanding	Outstanding	Outstanding

Findings:

- Students across the school are enthusiastic and take full responsibility for their own learning in sustained ways. They are highly motivated and reflective learners who show a genuine love of learning. They set ambitious personal goals, regularly review their progress, and use feedback purposefully to improve the quality of their work.
- Students interact and collaborate purposefully and productively in a range of learning situations. Students work very effectively with peers, exchange ideas fluently, and contribute thoughtfully to group discussions. Students communicate their learning clearly.
- Students consistently make meaningful connections between areas of learning, particularly in English, mathematics, and science, and real-life situations. They apply prior knowledge to new and unfamiliar contexts, demonstrating intellectual curiosity and the ability to think across disciplines. Their ability to transfer learning between subjects significantly enriches understanding and supports high levels of achievement.
- Students are innovative and enterprising. They are independent learners. They think critically and solve problems creatively, exploring multiple pathways to reach solutions. Students use digital tools to research, test ideas, and present their findings. Many students take initiative, starting and developing tasks on their own, and demonstrate a strong capacity for self-directed inquiry.

Next Steps:

1. Deepen students' reasoning skills to justify their thinking, evaluate strategies used, and set more targeted, evidence-based next steps for learning.
2. Extend opportunities for advanced interdisciplinary projects that further challenge students to apply skills across subjects in more complex, real-world contexts.
3. Enhance students' use of digital tools for higher-order inquiry through tasks that foster deeper critical thinking and independence.

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

Personal Development

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

Findings:

- Students have very positive and responsible attitudes towards learning. As they move through the phases, they show independence of mind and take leadership roles, with student council members initiating efforts to assist peers in lower grades. Students are self-reliant, proactive, and resilient, taking responsibility for their learning and showing willingness to take risks. They thrive on giving and receiving critical feedback from teachers and peers, using it to improve their work and deepen their understanding.
- Students are consistently self-disciplined and respond very well to others. They understand the school's behavior expectations, follow the rules and support others, and resolve difficulties in mature ways. When faced with challenges, they apply emotional regulation strategies learned through well-being sessions and guidance. Bullying is extremely rare, supported by awareness sessions during Anti-Bullying Week. Their behavior is reinforced through Star of the Week, House Points, and the Principal's Award, contributing to a harmonious and influential learning community.
- Students are sensitive and show empathy towards the needs and differences of others, interacting positively with both teachers and peers. They always help each other, with older students mentoring younger peers in ECAs and student council members initiating efforts to support students in lower grades. Relationships amongst students and with staff are very respectful and considerate, supported by enhancement weeks such as Mental Well-Being, Anti-Bullying, and kindness weeks and assemblies. Through student voice, students report feeling safe, having friends, and enjoying social times, demonstrating a positive, inclusive, and cooperative school community.
- Students demonstrate a secure understanding of safe and healthy living and usually make wise choices about their own health and safety. They effectively show their understanding of a healthy lifestyle during assemblies, Well-being Day, and Mental Health Week. Older students often take leadership roles to promote healthy eating habits and well-being among younger peers. The school supports these practices by monitoring students' food boxes and canteen choices, including allergies, and through Parent Information Meetings. Students also initiate and participate in activities that promote fitness and well-being, including ECAs, sporting squads, and House Sports Weeks, fostering safe and healthy lifestyles across the school. However, a minority of students do not consistently eat healthily and do not take regular exercise.
- The overall percentage of attendance across all phases is Very Good at 96%. Students understand the importance of regular attendance and punctuality. However, the repeated lateness of a few students, arriving late both to school and their lessons, reduces their access to effective learning opportunities.

Next Steps:

1. Strengthen punctuality across phases so that all students have full access to learning time and maintain consistently positive learning routines.
2. Extend healthy living and well-being education to deepen students' commitment to lifelong healthy habits.
3. Strengthen students leadership skills ensuring that leadership roles are accessible to all year groups.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Students across the school demonstrate a secure understanding and appreciation of Islamic values, which positively impact their behavior and daily life at school. In Islamic lessons, they listen attentively to the Holy Qur'an recitation. Students across the school actively participate in Islamic events, such as the Prophet's birthday and Quran competitions, demonstrating their understanding of Islamic values. The school environment reinforces these values through meaningful displays and regular prayers in the designated prayer rooms for both girls and boys. The Fazaa Leadership team also initiates Ramadan donation boxes in collaboration with the Red Crescent to support families. Expanding students' participation in such initiatives would further strengthen their understanding of how Islamic values shape everyday life in the UAE.
- Across the school, students are respectful and knowledgeable about the UAE's heritage and culture. They sing the National Anthem with pride and respect. Students effectively promote understanding and awareness of Emirati culture through displays along corridor walls, models of UAE heritage in classrooms and corners throughout the school as well as their participation in range of national occasions such as Flag Day, Martyr Day and UAE's National Day. Leaders of Fazaa initiative also conduct awareness sessions to strengthen peers' knowledge of UAE heritage and culture.
- Students demonstrate deep understanding of their own culture. The presence of multicultural students in the school enhances their understanding of diverse cultural backgrounds and traditions. They exhibit a deep understanding of cultural diversity, comparing their own traditions to those of others, such as music, art, literature, food, and traditional dress, particularly during events such as International Day and through participation in local and international field trips, including New York, Europe, and Kenya. As a result, students show a growing awareness of wider world cultures; however, this can be strengthened to deepen their understanding of global diversity and perspectives.

Next Steps:

1. Expand student-led initiatives to deepen their understanding of how Islamic values shape daily life in the UAE.
2. Extend students' opportunities to engage with Emirati heritage and contemporary culture so that understanding moves beyond awareness toward deeper reflection and connection.
3. Broaden students' exposure to diverse global perspectives to deepen their understanding of cultural diversity, identity, and intercultural relationships.

Social responsibility and innovation skills

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

Findings:

- Students participate willingly in activities that have positive effects on the school and the wider community. They participate in a range of events and initiatives. Student Council and Fazaa Initiative members work together to monitor students during events and ECAs, and students across all phases also participate in preparing Iftar meals for workers during Ramadan, which fosters their sense of social responsibility, belonging, and school community involvement. Students across the school contribute to the wider community as they engage in charitable initiatives such as clothes and book donations in collaboration with the Red Crescent. Additionally, students also participate in educational field trips that extend their civic awareness such as the visit Khalifa Medical Clinic to thank staff and doctors on UAE Doctor Appreciation Day.
- Students demonstrate a very positive work ethic. They take responsibility for their learning, persevere with challenge and show commitment through leadership roles and the successful organisation of school events. Innovation and creativity begin in Phase 1 through hands-on STEAM exploration and develop into coding, robotics and design thinking as students progress through the school. Students take initiative, manage their own projects and make reasoned decisions, evident in their leadership of major activities during Innovation and Enterprise Week. They also show strong enterprise and entrepreneurial skills, transforming ideas into real outcomes through initiatives such as the F1 Project, the Year 6 Chocolate Sale and Post-16 ventures, where they plan, budget, market and evaluate profit. These experiences build students leadership skills and make informed economic decision.
- Students show a strong understanding of environmental sustainability. They care for their school and seek ways to improve its environment. Environmental education is integrated across subjects, where students explore key concepts related to sustainability. Students participate in workshops with Miral and the Emirates Foundation about conservation and sustainable practices. Students across the school also participate in a range of initiatives and activities, led by the Sustainability Ambassadors, such as recycling plastic, transforming waste materials into fashionable clothing, planting trees in Masdar City, taking part in beach clean-up activities, and celebrating Earth Day.

Next Steps:

1. Strengthen student ownership of community and enterprise initiatives to ensure participation, leadership and impact are consistent across all phases.
2. Increase student-led projects and sustainability activities to strengthen understanding of impact, learning value, and real-life application beyond the event itself.
3. Strengthen students' entrepreneurship, innovation, and financial awareness through a wider involvement in real-life enterprise projects.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers possess an excellent knowledge of their subjects. Most teachers, particularly in the English Medium Subjects (EMS), expertly apply the knowledge of their subjects and have an effective understanding of how students learn. They expertly support a range of student abilities through a variety of effective teaching strategies applied consistently across phases. This is less consistent among teachers in the Arabic Medium Subjects (AMS).
- Teachers plan imaginative lessons and provide inspiring learning environments where resources are creatively used to enable all groups of students to learn very successfully. Lesson plans include clear learning objectives and success criteria, that are shared with students to promote meaningful learning while engaging in the planned activities. The classroom environments are conducive to learning with displays of students' work. Teachers effectively manage lesson time and ensure that the lesson pace challenges a large majority of students. While the use of learning technologies is effective across most subjects, this is not yet embedded with equal consistency in all lessons.
- Teachers' interactions with students ensure that they are always active and focused learners. Teachers consistently use well thought out questions that challenge students and help them develop their problem-solving and critical thinking skills. Teachers use a variety of questioning strategies to engage students in planned activities, deepen their understanding of new learning, and promote meaningful dialogue with teachers and peers. These approaches provide effective opportunities for students to reflect on their learning. However, higher-order questioning is used less consistently in the Arabic Medium Subjects, where opportunities for extended discussion and dialogue remain more variable.
- Teachers use a wide range of effective strategies that successfully meet the needs of different groups of students and fully engage them in learning. Lessons are planned with high expectations, and activities are designed to challenge learners appropriately, enabling most students to make strong progress relative to their ability. Group discussions are used well to promote collaboration, dialogue, and shared understanding. In the best lessons, teachers personalize tasks effectively, providing work that is suitably challenging and supports accelerated progress. However, in a few AMS lessons, activities do not fully extend the more able students, and challenge for Gifted and Talented learners is inconsistently planned.
- Teachers skillfully design learning opportunities that promote critical thinking, problem-solving, and inquiry. In science, students in phases 2, 3, and 4 regularly engage in exploration, experimentation, and reasoning activities. In mathematics, particularly in Phase 3, teachers provide problem-solving tasks that require students to think critically and apply mathematical reasoning. Across subjects, teachers foster innovation through activities in cloth design, graphic design, animation, food technology, and engineering. Independent learning, including the use of technology for research, is well established in English-medium subjects, though less consistent in AMS.

Next Steps:

1. Strengthen pedagogical practice in Arabic Medium Subjects (AMS) to improve the use of effective teaching strategies, higher-order questioning, and meaningful use of learning technologies.
2. Extend higher-order thinking, challenge, and personalized tasks for higher-attaining and Gifted and Talented students across all subjects, ensuring sustained depth of learning.
3. Strengthen consistent and purposeful integration of learning technologies in all lessons to further support critical thinking, independence, and progress.

Assessment

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

Findings:

- Internal assessment processes, in almost all subjects and across all phases, are fully coherent and consistent. They are directly linked to the school’s curriculum standards for English, mathematics, science and MoE subjects. The assessment processes are directed by teachers’ assessments, departmental moderation, and standardization. These are closely aligned to the National Curriculum for England in English medium subjects, EYFS Early Learning Goals in EMS in Phase 1, and MoE curriculum standards in Arabic medium subjects across all phases. They provide valid and reliable information with respect to students’ academic progress and their personal and social development. They also provide baseline information where formative and summative assessment results accurately identify students’ attainment and conclude the level of progress made by students. Teachers apply gold, silver and bronze rated success criteria to closely monitor individual student’s achievement.
- The school rigorously benchmarks students’ academic performance in English-medium subjects against international standards through the Granada Learning (GL) Progress Tests (PT) in English, mathematics, and science in phases 2 and 3 (Years 3–10). Students in Year 11 sit the International General Certificate of Secondary Education (IGCSE), Year 12 the Advanced Subsidiary Level (AS Level), and Year 13 the Advanced Level (A Level). However, the school does not participate in standardized assessments in AMS. The school also participates in international assessments, including PISA (2022), TIMSS (2023) and PIRLS (2021).
- Assessment data is rigorously analyzed, covering academic, personal, and social development. The analysis links students’ attainment to all elements in the curriculum; particularly in the English-medium subjects. Students’ attainment in the AY 2024/25 is compared with students’ performance over 6 years to identify trends and gaps in students’ attainment and progress over time. However, this is less consistent in the Arabic-medium subjects. Data is analyzed at individual and group level providing accurate measures of progress for the different groups within the school including boys and girls, Emirati and high attainers. However, school tracking of progress of Gifted and Talented and students with additional learning needs is less consistent, particularly in the AMS.
- Assessment information is used skillfully and effectively to influence teaching and the curriculum to meet the learning needs of different groups of students. Teachers consistently and effectively use assessment information to inform lesson planning, design of personalized learning activities and organize learning in lessons based on a clear understanding of student academic performance. In English, mathematics and science, there is a strong focus on examination outcomes, with lessons adapted closely to address gaps identified from internal and external test results, however this practice, while it is evident in Arabic-medium subjects it is less consistent and varies across subjects.
- Teachers have an in-depth understanding of the strengths and areas for development of their students and provide highly personalised challenge and support, particularly in English Medium Subjects. They offer

comprehensive and constructive verbal and written feedback in lessons, including the effective use of peer assessment strategies and the regular marking of students' work. In the best lessons, teachers intentionally design opportunities for self and peer assessment through the purposeful integration of learning technologies, especially in English Medium Subjects, thereby strengthening students' awareness of their own progress. However, the most robust practices remain more consistently embedded in the older year groups.

Next Steps:

1. Strengthen assessment consistency and analysis in Arabic-medium subjects (AMS), especially for students with additional learning needs and those who are identified as gifted and talented.
2. Enhance the use of assessment information in AMS lessons and address emerging gaps with the same precision demonstrated in English-medium subjects.
3. Deepen students' involvement in self- and peer-assessment across all phases ensuring younger students also develop these skills progressively.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The curriculum has a very clear and well-defined rationale aligned with the school's vision and national educational priorities. The curriculum is well-structured, engaging, and developmentally appropriate, offering purposeful opportunities for exploration and inquiry. It is relevant and promotes innovation and challenge. The integration of the National Curriculum for England (NCfE) with the MoE curriculum ensures a broad, balanced, and age-appropriate program that effectively develops knowledge, skills, and understanding, fulfilling all authorized and national requirements.
- The curriculum is very well planned to ensure continuity and progression in all subjects, meeting the needs of almost all students. Vertical and horizontal alignment are well established, informed by assessment data, and effectively monitored by middle leaders. Prior learning is consistently considered in planning, enabling most students to build successfully on their previous achievements. Transitions between grades and phases are generally well supported through coherent learning pathways that provide appropriate access and challenge. Innovation and Technology is promoted through STEAM lessons which are available from Phase 1 upwards. Older students are very well prepared for the world of work and further education.
- The excellent range of curricular options for older students is comprehensive, providing them with extensive choices. Careers learning is embedded in the curriculum. The school is exploring the potential of artificial intelligence to assist students in making subject and career path choices. There is a significant choice of subjects, so that older students are very well prepared for their chosen careers. However, there is scope for developing BTEC options further.
- Cross-curricular links are most evident in Phase 1, but across the school they are meaningful and planned. They are effectively embedded across almost all subjects, enhancing learning when connecting concepts to real-world situations. The taught and planned curriculum is organised to support coherence between subjects and to reinforce the transfer of knowledge and skills across different areas of learning.
- The school conducts regular reviews of its curriculum in relation to students' achievements. Comprehensive curriculum reviews are informed by regulatory requirements, assessment results, student achievement data, and leaders' ongoing monitoring. These reviews align the curriculum with students' achievements and UAE national priorities, ensuring it remains responsive to learners' needs and supports their personal development. The school recognizes the need for further refinement to address the remaining gap between internal and external assessment outcomes.

Next Steps:

1. Further develop vocational pathways, including BTEC options, to broaden student choice and strengthen progression routes aligned with future career aspirations.
2. Further refine curriculum impact evaluation to ensure stronger alignment between internal and external assessments and with international benchmarks.
3. Extend consistently high-level cross-curricular integration across all phases, building on the strong practice already established in Phase 1.

Curriculum adaptation

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

Findings:

- The curriculum scope and sequence are effectively planned to provide stimulating learning opportunities for all groups of students, including students with additional learning needs, students of determination, and learners for whom the language of instruction is an additional language. Modifications are consistently evident in lessons and within Individual Education Plans (IEPs), ensuring that tasks, resources, and assessment approaches are matched to students' specific targets. Differentiation is embedded across all subjects, enabling lower-attaining students to access learning successfully while providing consistent stretch and challenge for higher-attaining and gifted and talented students. Teachers routinely use assessment information to tailor instruction, and adaptive strategies are clearly evidenced in lesson plans, ensuring that all learners are engaged, appropriately supported, and extended. This is consistently strong in English medium subjects but remains more variable in Arabic medium subjects.
- The curriculum is rich, offering an excellent range of opportunities for innovation, creativity, and enterprise. In ICT, Design Technology, Business Studies, and creative subjects, students engage in coding, product innovation, digital design, and entrepreneurial projects that develop independence, inquiry, and problem-solving. Students make clear social contributions through charity drives, community initiatives such as winter gift boxes, Eid gift boxes, support for internal events such as the heritage village, and global service projects such as the Duke of Edinburgh's Award and Kenya expedition. Extracurricular and enrichment opportunities, such as Eco-Warriors, save the turtles, STEAM Week, BSME competitions, and TEDx events, further strengthen links between learning, sustainability, and civic responsibility.
- The curriculum includes a range of relevant and engaging programs designed to promote understanding and appreciation of Emirati heritage. Connections to the UAE's culture and social priorities are systematically embedded through curriculum-linked activities and field trips to various cultural sites places such as the Museum of Islamic Civilization, Qasr Al Hosn, Hatta, and the Quranic Park. In the senior years, visits to the Family Court are incorporated as part of civic and cultural awareness studies.

Next Steps:

1. Improve curriculum modification practices in subjects where students show less strength, to better support progress and raise achievement in those areas.
2. Further enhance curriculum enrichment to provide more opportunities for inquiry, innovation, enterprise, and real-world application, ensuring these are coherently planned and connected across subjects and phases.
3. Extend the integration of sustainability, civic responsibility, and Emirati heritage within the curriculum to further reinforce coherence, progression, and alignment with national and future workforce priorities.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has rigorous procedures for the care, welfare, and safeguarding of students including child protection. All staff complete safeguarding training and are made fully aware of the signs and symptoms of abuse and the procedure to follow. Policies covering child protection and safeguarding are in place and are made available to parents and the students. These include an anti-bullying policy and a digital well-being strategy which incorporates a phased approach to the installation of a digital safety package on student devices which began at the beginning of the current academic year. Students report that they feel safe and protected at the school and that they would be comfortable in raising any concerns, including bullying both physical and online, to the designated adults in the school. There is an accurate central register of all adults who work in the school, and detailed records are maintained of staff involved in external contracts.
- The school consistently provides a fully safe, hygienic and secure environment for students and staff. There are very effective policies and procedures in place that staff follow, covering all aspects of students' safety. The school meets all legal and regulatory requirements, including emergency evacuation drills. Safety checks are frequent and rigorous, and all are recorded accurately. Health and safety teams conduct thorough checks and risk assessments in all parts of the school to maintain students' safety. Supervision of students is exceptionally effective at all times throughout the school. Trained staff especially supervise students in all parts of the school. Thorough measures are in place to maximize the protection for students including, for example, very efficient arrangements for school transport.
- Buildings and equipment are maintained in excellent condition. The school maintains very detailed and secure records, including records of incidents and subsequent actions. The storage arrangements for chemicals in the science department are appropriate although there are no spills kits in the chemical store or chemistry preparation room. Routine fire drills take place regularly with appropriate evacuation times. The school clinic staff keeps medical records of all students and maintains their confidentiality. Medication is securely kept, and all staff know how and by whom it can be administered.
- The school's premises and facilities provide an excellent and inclusive physical environment, effectively catering to the diverse learning needs of all students, including those with additional learning needs, students of determination, and children in the early years phase. Accessibility is provided throughout the school, allowing full participation in academic and extracurricular activities. Lifts throughout the school, wide corridors, and spacious classrooms ensure students with mobility disabilities can access all areas.
- The promotion of healthy living is successful and permeates all aspects of the school. The clinic staff provides advice on nutrition and the benefits of taking part in physical exercise. The school provides informative advice to parents on healthy food choices. Staff regularly monitor students' lunch boxes to ensure adherence to healthy eating guidelines. While systems to promote healthy lifestyles are well established, their consistent impact on the habits of a small minority of students is not yet fully realized.

Next Steps:

1. Continue the phased implementation and monitoring of the digital safety package to ensure full coverage, effectiveness, and consistent application across all devices and phases.
2. Strengthen the consistent impact of the school's healthy living initiatives to ensure they are fully embedded in the daily routines and choices of all students.
3. Complete the provision of safety equipment in specialist areas, including the installation of spill kits in all chemical storage and preparation rooms.

Care and support

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

Findings:

- Staff–student relationships are exemplary and characterised by mutual respect, trust, and confidence. Highly effective systems and procedures for managing behaviour are underpinned by a clear Culture for Learning Policy that promotes positive conduct. Well-being is systematically monitored through EPOCH (Engagement, Positivity, Optimism, Connectedness and Happiness) surveys from Year 3 onwards, with results analysed by teachers and form tutors to inform targeted and tracked interventions. The school’s rewards system reinforces positive choices and celebrates academic and pastoral progress through a range of formal and informal recognition. Student Voice is embedded in daily practice, with subject-specific and pastoral electronic surveys in phases 3 and 4 informing the school’s strategic well-being planning.
 - The school keeps accurate records of attendance and punctuality. Systems for managing attendance and punctuality, including follow-up of unauthorized absences and lateness, are very efficient and effective. Attendance is Very good at 96%. The school leaders rightly acknowledge students’ efforts in attendance and reward them accordingly with house points. In the Primary phase, ‘Dance Attendance Award Bears’ are presented in assemblies to reward the best-performing classes every fortnight, while in Secondary, attendance achievements are celebrated through year group assemblies. Parents are contacted promptly when students fail to arrive when expected, and follow-up actions are taken when necessary.
 - The school has comprehensive and rigorous systems to identify and support students with additional learning needs, including students of determination, and those who are gifted and talented. Identification processes are comprehensive, drawing a wide range of diagnostic assessments, CAT4 data, teacher and parent referrals, student voice, and external evaluations to ensure accuracy and timeliness. Currently, 13% of students are identified with additional learning needs, while 311 students are recognized as able, gifted, and talented. A clearly defined referral and tracking system is embedded in the Inclusion Hub, allowing staff to access relevant assessment records, referral forms, and support plans efficiently. Individual Education Plans (IEPs) and Advanced Learner Plans (ALPs) are collaboratively developed and reviewed to ensure personalized provision that meets students’ specific learning goals. The school’s three-tiered model of intervention ensures that support is precisely matched to each student’s requirements. Provision for gifted and talented students is further enriched through the Academy of Excellence and informed by best practices from the school’s membership in the National Association for Able Children in Education (NACE). Identification and intervention systems are regularly reviewed to ensure high levels of accountability, consistency, and sustained excellence in inclusive practice.
-
- The school provides highly effective support for all students with additional learning needs, including students of determination, and those who are gifted and talented. Accurate identification ensures timely

and appropriate interventions, enabling students to make their best personal and academic progress. Support is offered at the classroom, individual, and small-group levels, with planning reflecting the needs of students with additional learning needs, including students of determination, as well as gifted and talented students. Through NACE membership, the school embeds the Challenge Framework, promoting continuous improvement in provision for gifted and talented students. Staff have access to research, resources, and professional development, which guide curriculum planning, differentiation, and monitoring of student progress. Individual Education Plans (IEPs) and Advanced Learner Plans (ALPs) ensure that each student's strengths and needs are addressed, while High Performance Learning strategies promote cognitive development and mastery. The Inclusion Team empowers all teachers to deliver Quality First Teaching and adaptive strategies.

- The school closely monitors the well-being and personal development of all students to provide highly effective personal, academic and careers guidance. Teachers and specialists are well informed about students' social and emotional needs. A structured well-being program, delivered through assemblies, pastoral sessions and dedicated days, supports emotional health. Clear self, peer and teacher referral processes are in place, with specialist support provided through external agencies. Three counsellors, supported by the student leadership team, promote safety, welfare and development, while pastoral teams use attendance, behavior and safeguarding data to provide holistic support. Careers guidance is a particular strength in the secondary phase, supported through assemblies, work experience and targeted sessions. Students new to English receive targeted support through the EAL register, Flash Academy and a tailored induction program.

Next Steps:

1. Strengthen strategies to further improve punctuality by reviewing patterns of late arrival and implementing targeted interventions for identified students.
2. Expand opportunities for student and parent voice to influence school decision-making, ensuring feedback directly informs school-wide well-being and pastoral initiatives.
3. Further enhance the strategic use of well-being to personalize interventions and further reinforce positive habits consistently across all phases.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Outstanding

Findings:

- The executive leadership team, inspired by the Principal and supported by the Strategic Governance Group (SGG), set an exceptionally clear strategic direction and promote an ambitious vision and purpose aligned to the curricular expectations of the National Curriculum for England (NCfE) and the MoE curricula. The vision and statement of purpose is shared by staff, students, parents and by the wider school community. There is a clear commitment to the UAE's priorities and to the National Agenda. School leaders at all levels are committed to improving the quality of academic, social and cultural outcomes for all students. Currently, the school welcomes students with additional learning needs, including students of determination, and demonstrates an inclusive ethos.
- Senior leaders demonstrate a comprehensive and thorough understanding of the school curricula and current best practices in teaching, learning and assessment. The executive leadership team, along with all middle leaders and teachers, contribute to establishing a very positive learning environment and atmosphere across the school. They have established an inclusive school with a purposeful learning culture focused on developing students' knowledge, understanding, learning skills and personal development.
- Relationships are very positive between all stakeholders at the school. The executive and middle leadership teams observe lessons and support teachers to assure the quality of teaching for effective learning, and to support teacher career growth. Teachers are encouraged to experiment with new pedagogies and share their learning with colleagues. Within the distributed leadership model, middle leaders play a central, cross-functional role across all phases. It is important that the impact of this model continues to be reviewed to ensure that leadership roles remain targeted, flexible and consistently impactful across all subjects. Communication is highly effective and professional, and stakeholders regard the school as a listening organisation. The school's parental communication strategy is being further developed through the Aldar Live App and will enhance existing, trusted channels. Leaders are held accountable by the Executive Principal, supported by the Aldar organisation, and morale across the school is very positive.
- Leaders at all levels have very clear and accurate understanding of what they need to do to maintain and develop the existing high standards which the school has achieved. These are informed by the recommendations from the previous inspection report, evaluation criteria and best practice across the ALDAR schools' network. A comprehensive and SMART strategic development plan guides school leaders and staff towards achieving the key goals and priorities which the school has identified. School leaders are continually identifying new challenges which the school will face in the future. The impact which Artificial Intelligence tools will have on teaching, learning and student well-being has been identified a key challenge on which the school is now focused.
- Leaders have been innovative and highly successful in developing the school. They hold staff to account through a regular analysis of student's performance data, lesson observations, teacher self-reflection, and

reviews of the effectiveness of how learning resources are used to support students' learning. A performance management system, underpinned by a Performance Enablement Policy and a robust and regular Monitoring, Evaluation and Review (MER) program, supports this process. Senior leaders have identified the exploration of professional development opportunities which provide extra accreditation for staff as a key priority. Attainment has improved in Islamic Education in phases 3 and 4, and in Arabic as a First and Second language in Phase 3. However, attainment levels in Phase 4 science, have regressed. The levels of health, safety and safeguarding provided for students remain exceptional. Leaders ensure that the school is compliant with all statutory requirements.

Next Steps:

1. Strengthen leadership planning and action to provide targeted support for students performing less securely, ensuring improved outcomes across all identified areas.
2. Establish a clear, school-wide framework for the use of Artificial Intelligence to support learning, assessment, and wellbeing.
3. Review and refine the impact of the distributed leadership model to ensure consistently strong leadership capacity across all subjects and phases.

School self-evaluation and improvement planning

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

Findings:

- The executive leadership team consults staff, parents, students and the Strategic Governance Group (SGG) at various stages during the continuous self-evaluation process. The self-evaluation process relies on the analysis of data gathered from a range of sources, including internal achievement data, external achievement data, lesson observation data, tracking tools such as ALPs, and stakeholder feedback. Senior and middle leaders display a clear understanding of the school's strengths and areas requiring improvement, which then become the priorities for the school's comprehensive development planning process.
- The monitoring of teaching and learning is a continuous process and includes learning walks and formal observations which are part of a performance management system, underpinned by a Performance Enablement Policy and the regular Monitoring, Evaluation and Review (MER) program. This integrated process provides teachers with actionable feedback on areas of strengths and areas for development in their practice, based on the school's clear expectations about the high quality of teaching and learning required in lessons and in activities. Through this monitoring and feedback process, school leaders better understand the school's overall quality of teaching and learning. Lesson observation tools are aligned with the UAE Inspection Framework and generally focus on teaching and learning. Greater emphasis is required to increase their focus on the impact of teaching on learning outcomes.
- The school development plan is very comprehensive and identifies goals, targets, actions, and success criteria which the school planning process has identified, and which encompass the six performance indicators of the UAE Inspection Framework, and UAE national priorities. The development plan includes responses to the recommendations from the previous inspection report. The plan is aligned to the outcomes of the self-evaluation process. However, due to the scope and size of the plan, it might not be accessible to all stakeholders in the school. Departmental action plans are generally aligned with the priorities in the School Improvement Plan. It is important that all subject action plans are mapped to the overall school development plan, to assure continuity and progression of learning for all students. Overall, school leaders at all levels demonstrate a strong capacity to continually improve their school.
- The school has addressed all recommendations from the previous report and has successfully transitioned to its new, campus. Since the previous inspection, the school has sustained high quality standards across most areas.

Next Steps:

1. Strengthen lesson observation tools to place greater emphasis on the impact of teaching on student learning outcomes.
2. Improve the accessibility and clarity of the school development plan to ensure all stakeholders clearly understand priorities, targets, and their role in implementation.
3. Strengthen the consistency and coherence of improvement planning by fully mapping all departmental action plans to the overarching school development plan.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Outstanding

Findings:

- The school is highly successful in extensively engaging parents as partners in their children's learning and school life. They are active partners in a variety of ways which may include homework, classroom activities, participation in out-of-school activities and in school governance. The views of parents are frequently sought and fully considered in shaping the school's improvement priorities. Parental involvement makes a highly positive and effective contribution to raising standards.
- The school maintains highly effective communication with parents through several channels, including face-to-face meetings, online communication, school reporting, and informal social occasions. The school gives all parents regular and useful summaries of school priorities for the future and is proactive in seeking feedback from them in order to guide the school's development. It ensures that all parents are consistently well informed about their children's learning and development, including those parents whose children have additional learning needs.
- Reporting on students' academic progress and personal and social is ongoing and highly effective. Reporting strategies accurately and clearly convey all aspects of student achievements, areas for improvement and next steps in their learning.
- The school makes significant and sustained social contributions to the local, national and, to a lesser extent, international community through charity drives, community initiatives such as winter gift boxes, Eid gift boxes, support for internal events such as the heritage village, and global service projects such as the Duke of Edinburgh's Award and Kenya expedition. These partnerships, including with other schools, significantly enrich students' learning, development and achievements.

Next Steps:

1. Further extend partnerships with international organisations and schools to balance the already strong local and national engagement and strengthen the global dimension of community involvement.
2. Strengthen the strategic use of parental feedback to inform specific, measurable priorities within the school development plan.
3. Expand formal opportunities for parents to contribute to learning beyond current engagement practices, ensuring consistent access across all phases and groups.

Performance Indicator	Quality judgement
Governance	Outstanding

Findings:

- The school is part of the ALDAR network of schools, and the school's Strategic Governing Group (SGG) is representative of all stakeholders, although student representation on the SGG and its various Sub-Committees could be enhanced. The SGG has an external chairperson, and meets regularly with school leaders, and are committed to maintaining a high-quality educational experience for all students and staff at the school.
- The SGG and ALDAR hold the executive principal and senior leaders fully accountable for how the school performs on a continuous basis, using detailed information, regular reports, and stakeholder satisfaction surveys which inform the board on how the school is progressing across a wide range of areas. Parents report that the school is a listening school. SGG members visit the school on a regular basis and speak with students, teachers and parents. The SGG can access a wide range of expertise and support from their ALDAR schools' network, which ensures that the school can remain at the cutting edge of new pedagogies, technologies and research.
- The SGG and the executive leadership team ensure that all staff are suitably qualified, and the school organizes regular, targeted professional development opportunities for teaching, management and staff. Human resource development is a priority for the SGG. Induction procedures for new teachers are robust and formative. Professional Learning Communities are available across the ALDAR Academy network for teachers to access professional development opportunities and build professional relationships. The SGG is now focused on how best to use artificial intelligence tools to support teaching and learning at the school. Resources provided for teaching and learning are of the highest quality. The SGG has acted upon the recommendations of the last inspection report. The SGG, the executive principal, and the executive leadership team ensure that all statutory requirements are met at the school.

Next Steps:

1. Expand structured opportunities for student representation within the SGG and its Sub-Committees to deepen student voice in strategic decision-making.
2. Further develop safe, purposeful, and innovative AI-integrated learning pathways that empower students to take greater ownership of their progress.
3. Continue to build leadership capacity at all levels and ensure sustainable resources to maintain the school's trajectory of excellence.

Management, staffing, facilities and resources

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

Findings:

- The school's day-to-day management is highly efficient and well organized, ensuring smooth operations. Effective procedures and routines very positively impact students' personal development and academic achievement. Management through Operational, Academic, and Pastoral committees promotes dialogue, scrutiny, continuity, and cohesion across phases, while ensuring the efficient and safe use of human and physical resources. Innovative routines effectively manage a complex timetable and behavior system, allowing all students to thrive in a structured environment. Staff plan lessons to fully cover the MoE and English National Curriculum, maximizing learning time. Staff are kept well-informed through multiple communication channels, including morning bulletins, briefings, line management, and team meetings, while whole-school operational and calendar meetings enhance organization and accountability.
- The school is fully staffed with highly qualified teachers who benefit from comprehensive, targeted professional development aligned with personal growth and the school's strategic priorities. Staff are deployed strategically to optimise outcomes, and career progression is strong, evidenced through internal promotions within Yasmina British Academy and across the Aldar network. Professional development, delivered through whole-school and departmental meetings, Communities of Practice and accredited external coaching programmes, actively develops leadership at all levels in line with the school's vision of 'Everyone a Leader'. An increasing number of staff now lead professional learning, share best practice and drive school improvement.
- The premises are of the highest quality and set a very high standard throughout. They include an auditorium, performance spaces and a wide range of specialist teaching rooms, as well as a modern state-of-the-art innovation center. The school's premises, which are of exceptional quality, feature modern shared spaces and learning areas that actively promote engagement and achievement. The brand-new, purpose-built Yasmina Brook campus reflects a continued commitment to providing a state-of-the-art educational environment. The enhanced facilities include a highly designed Post-16 Center with student-led learning spaces, a parent and staff café, new meeting and administrative areas, and an upgraded primary playground supporting well-being and physical development. The school environment is highly conducive to teaching and learning and is consistently used to promote student achievement. Operationally, the introduction of an Operations & Support Services Manager and team has strengthened compliance, efficiency, and health and safety oversight, ensuring smooth daily operations across the school.
- The school is extremely well equipped with up-to-date, high-quality resources aligned with curriculum requirements and the needs of teachers and students. Leadership appointments ensure strategic alignment, strengthen accountability, and embed innovation, digital technology, and Artificial Intelligence into teaching, learning, and operations. Classrooms and specialist facilities for science, languages, design technology, food technology, music, drama and ICT are well equipped, with extensive access to laptops, digital devices and modern library collections. A strong emphasis on digital learning, supports innovative practice. Together, leadership, resources and digital initiatives create a highly stimulating environment that consistently supports effective and innovative teaching and learning across the school.

Next Steps:

1. Strengthen the evaluation of the impact of professional development and leadership pathways on classroom practice, student progress, and whole-school improvement priorities.
2. Extend leadership for innovation by empowering middle leaders to co-design and lead cross-school digital and inquiry-based projects that further promote future-ready learning.
3. Leverage the school's exceptional facilities to expand sustainable practices and deepen community engagement through student-led initiatives and partnerships.

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