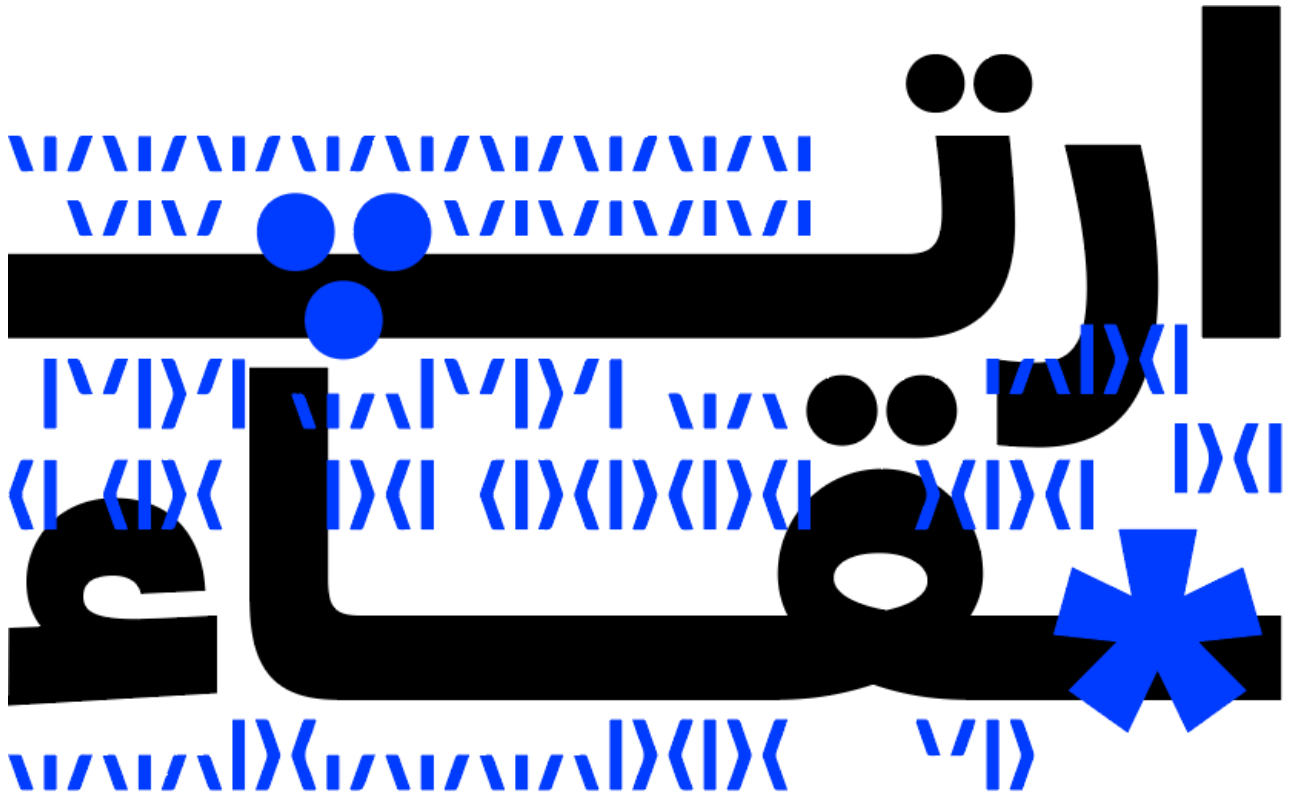




Irtiqa'a School Inspection

AY 2025/26

Al Dar Private School

Rating: Acceptable

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School Information

General Information		
	Name	Al Dar Private School
	Esis Number	9138
	Location	11,Tawi Meeran St,Hili,Al Ain 34243
	Website	http://www.aldarps.net
	Telephone	037832215
	Principal	YASSER MESALLEM GOMAA ABDELHAFIZ
	Inspection Dates	21 to 23 Oct 2025
	Curriculum	MoE (UAE)

Information On Students	
Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	542
Number of Emirati students	162
Number of students of determination	7
Largest nationality group of students	UAE - Egypt - Syria

Information On Teachers	
Number of teachers	36
Nationalities	Egypt - Syrian Arab Republic - Jordan
Number of teaching assistants	1

Changes since the previous inspection

Since the previous inspection in 2022, the school's overall performance has declined from Good to Acceptable, reflecting reduced impact of leadership and inconsistency in teaching and learning across all phases.

Overall, students' achievement in Arabic-medium subjects has declined since the previous inspection. Attainment and progress in Islamic Education and Arabic are now judged as Acceptable in KG and across all cycles, with only Cycle 3 Arabic maintaining Good progress. While students demonstrate appropriate knowledge of Islamic values and aspects of the Holy Qur'an, many experience difficulty citing verses accurately, applying Tajweed rules, and transferring learning into practical contexts. In Arabic, the limited use of standard Arabic, inaccurate grammar applications, and underdeveloped extended writing continue to limit students' progress in speaking, reading and writing. In UAE Social Studies, attainment and progress are also now judged as Acceptable in Cycles 2 and 3, reflecting students' basic understanding of national identity and heritage, but limited development of analytical, research, and enquiry skills. In Cycle 1, attainment has declined to Acceptable despite Good progress, as students demonstrate general basic awareness of the UAE's founders, values, and leadership but have limited ability to link climate to geography.

Students' achievement in English-medium subjects has also declined across most subjects and phases since the previous inspection. Achievement in English and mathematics in KG and across all three cycles, and in science in KG and cycles 1 and 2, has regressed from Good to Acceptable, while achievement in science in Cycle 3 remains unchanged at Acceptable. In English, students are still developing fluency and precision, as they struggle to express ideas smoothly and use accurate vocabulary and grammar in their spoken and written work.

In mathematics and science, most students can recall basic facts but experience difficulty applying their knowledge in unfamiliar contexts and real life situations, explaining their reasoning, and interpreting data.

Learning skills have declined across KG and all cycles from Good to Acceptable. Students demonstrate willingness to learn but show limited independence, critical thinking, and creativity. Opportunities for problem-solving, innovation, and the practical application of learning are infrequent and mainly teacher directed, limiting students' ability to develop and demonstrate these skills.

Students' personal and social development and their innovation skills were not evaluated in the previous inspection. Personal development is a strength and is Good in KG and across cycles, supported by strong attendance and positive student behaviours. Students' understanding of Islamic values and Emirati culture is Acceptable in KG, and Good across cycles 1 to 3. This reflects KG students' early-stage cultural awareness, while students in Cycles 1 to 3 demonstrate a better understanding and appreciation of Islamic values and UAE heritage through respectful participation in religious and national events and their ability to relate these values to school and daily life. However, students' understanding of global citizenship is less well developed. Students' social responsibility and innovation skills are judged as Acceptable across KG and cycles 1 to 3. While students show basic awareness of social responsibility

through irregular volunteering and participation in school-led initiatives, they are rarely proactive in initiating projects, and opportunities to develop sustained innovation, entrepreneurship, and student-led sustainability actions remain limited.

Teaching for effective learning and assessment have both declined from Good in the previous inspection to Acceptable across KG and all cycles. While teachers generally demonstrate secure subject knowledge and maintain positive relationships with students, their understanding of how students learn best is variable. Lessons are mostly teacher-led and textbook-driven, with inconsistent planning, pacing, differentiation, and limited inquiry-based learning. Assessment systems provide basic measures of attainment and benchmarking through national and international assessments; however, moderation is not consistent, data analysis is largely descriptive, and the use of assessment to inform differentiated teaching, challenge higher attainers, and guide precise next steps is inconsistent across phases.

Curriculum design and implementation and the adaptation of the curriculum to meet the needs of different groups of students are now judged as Acceptable in KG and across cycles. These were not evaluated in the previous inspection. The MoE curriculum is broad, and coherent, yet its implementation is more focused on knowledge acquisition than on the consistent development of skills, innovation, and enterprise. Adaptation of the curriculum to meet the needs of different groups is variable, as IEPs are not consistently embedded in lessons, differentiation does not fully meet the needs of low and high attainers or gifted students, and opportunities for creativity, innovation, and community-linked learning remain limited and inconsistently planned.

Health and safety, including child protection, remain a strength at a Good level across the school as the school has clearly defined safeguarding procedures that are well understood by staff, students, and parents, supported by regular training and effective supervision across the school and on buses. Care and support for students have declined from Good in the previous inspection to Acceptable. The relationships are positive and systems for behavior, attendance, and personal guidance are in place, their implementation is not yet fully consistent. Identification and support for students with additional learning needs and for gifted and talented students lack specialist provision, and the application of Individual Education Plans varies across lessons.

While partnerships with parents and the community remain Good, the effectiveness of leadership, self-evaluation, improvement planning, governance, and school management have all declined from Good in the previous inspection to Acceptable. The principal and middle leadership team show commitment and openness to school improvement. However, self evaluation processes currently lack the rigor and precision needed to drive sustained improvement. Improvement planning remains largely descriptive, with limited evidence of systematic monitoring, evaluation, or impact. Accountability for the quality of teaching and students' outcomes requires strengthening. Although governance continues to be supportive, it does not yet provide sufficient challenge to drive improvement at all levels. The capacity of some middle leaders to lead teaching and learning effectively is variable. In addition, limitations in resources and unresolved staffing issues continue to constrain the school's improvement

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

School leaders demonstrate clear awareness of the importance of international assessments such as TIMSS, PISA, and PIRLS, and show commitment through ongoing discussions and awareness initiatives targeting students, teachers, and parents. Leadership ensures that these assessments are included in school priorities and communicates their significance to all stakeholders. While there is evidence of awareness campaigns and discussions within the leadership team, structured monitoring mechanisms and detailed accountability systems for tracking progress towards specific performance targets are still developing. Strategic planning references international benchmarks but lacks explicit data-driven goal setting and systematic follow-up on performance trends over time.

Leaders have initiated partial integration of international assessment skills into the curriculum, focusing on critical thinking, comprehension, and problem-solving in mathematics and science, as well as inference and text evaluation in English. Teachers are encouraged to develop lessons that incorporate logical reasoning and ICT-based learning activities aligned with PISA and TIMSS frameworks. However, these skills are not yet consistently reflected in formal lesson plans. Students are provided with exposure to previous international assessment items and practice activities randomly and not following a structured preparation program. Curriculum mapping towards international benchmarks remains at an emerging stage, with further alignment needed between daily teaching and target assessment competencies.

The school provides introductory training sessions and awareness workshops for teachers on the type, framework, and expectations of international assessments. Teachers receive examples of past international assessment questions to understand the required cognitive demand. However, professional development remains general and focuses more on awareness than on in-depth instructional strategies or data analysis. There is limited evidence of sustained capacity-building programs that link teacher appraisal, lesson observation, and assessment outcomes to improving teaching quality for international assessments.

Parents are informed about the importance of TIMSS, PISA, and PIRLS through WhatsApp groups, school communication channels, and the Parent Council. Awareness initiatives help parents understand the role of these exams in school performance and student development. The school shares previous exam papers and basic guidance to help parents support learning at home. However, there is no structured parental engagement program or regular workshops that equip families with strategies to reinforce problem-solving, reading comprehension, and reasoning skills outside school.

Performance in standardized and international assessments

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

Standardized Assessments

The school administered the ACER International Benchmark Test (IBT) to benchmark students' attainment in cycles 1, 2 and 3 in Arabic, mathematics and science.

- IBT Arabic language results in AY2024/25 indicate Very Weak levels of students' attainment in cycles 1 and 3, and Weak in Cycle 2. Results indicate that students in cycles 1 and 2 make Good progress, while students in Cycle 3 make Weak progress.
- IBT mathematics results in AY2024/25 indicate Very Weak attainment in Cycle 1, and Weak attainment in cycles 2 and 3. While progress in cycles 1 and 2 is Weak, progress is Outstanding in Cycle 3.
- IBT science results in AY2024/25 indicate Weak levels of students' attainment across all cycles, whereas progress is Weak in Cycle 1 and Outstanding in cycles 2 and 3.

International Assessments: TIMSS, PISA, PIRLS

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

- In reading literacy, students achieved a score of 358, below the school's target of 409 and the international average of 476.
- In mathematical literacy, students achieved a score of 365, below the school's target of 424 and the international average of 472.
- In scientific literacy, students achieved a score of 356, below the school's target of 428 and the international average of 485.

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

- In Grade 4 mathematics, students achieved a score of 447, below the school's target of 500, and the international average of 503.
- In Grade 8 mathematics, students achieved a score of 438, below the school's target of 458, and the international average of 478.
- In Grade 4 science, students achieved a score of 433, below the school's target of 495, and the international average of 494.
- In Grade 8 science, students achieved a score of 445, below the school's target of 450, and the international average of 478.

The school did not participate in PIRLS 2021 assessment.

Reading

School leaders demonstrate a reasonable commitment to promoting reading across the school. Students are encouraged to read regularly and to participate in external reading competitions and literacy events. Students' outcomes are sometimes reviewed to monitor progress in reading, although monitoring is not yet systematic or sharply focused on improving reading achievement across all phases.

The school has one small library located in the girls' section, which is also accessed by boys through classroom borrowing. While the library provides access to reading materials, the furniture is outdated, and the environment would benefit from enhancements to encourage greater students' engagement. Girls have timetabled library sessions where they read and discuss books in both Arabic and English. Students also use online reading platforms, such as Kutubi, to support home reading. However, there are no reading corners in the KG area, and the school does not currently have a designated librarian to manage and develop the reading provision.

The school has a reading action plan focused on developing students' fluency, expression, and inferential skills in both Arabic and English. The library contains a selection of books in both languages, and students participate in a range of literacy-related activities such as speaking competitions, reading challenges, and story-writing events. These initiatives promote positive attitudes toward reading and provide opportunities for students to develop confidence and enjoyment in reading.

Links between English, Arabic, and other subjects are used to reinforce key vocabulary and strengthen students' understanding of concepts across languages. Reading skills in Arabic are assessed using a school-developed baseline diagnostic test, which is repeated during the year to monitor progress. Teachers record assessment outcomes to inform differentiated support and targeted pull-out reading sessions. Systems for teaching early reading and phonics are in place in KG and Cycle 1. However, the systematic development of higher-order comprehension and analytical reading skills is less secure in Cycle 2.

Teachers encourage parents to read regularly with their children at home to reinforce reading development. However, there are currently no structured systems in place to monitor home reading consistently or to follow up on students' engagement and progress through parental support.

Strengths of the school

- Students demonstrate appreciation of UAE culture and heritage and understanding of Islamic values that is reflected in their daily interactions and participation in school life.
- Positive and respectful relationships amongst most stakeholders, contribute to the generally supportive school environment.
- The school benchmarks students' academic outcomes against appropriate external, national, and international expectations, ensuring alignment with recognized standards.
- The school's health and safety arrangements that ensures students are safe and secure in school and on buses.
- Parents appreciate the school's regular and transparent communication and timely responsiveness.

Key Recommendations

1. Improve students' achievements in all subjects by:

- improving students' skills, particularly extended writing and reading comprehension in English and Arabic, mathematical reasoning and problem-solving, and scientific enquiry and practical investigation.
- ensuring that lower-attaining students and those with additional learning needs make secure progress, particularly in core literacy, numeracy, and scientific understanding.
- ensuring that high-attaining and gifted students consistently achieve beyond expected standards, especially in analytical writing, advanced mathematical problem-solving, and higher-order scientific reasoning.
- increasing students' independence, enquiry, and research skills through investigations in science, real-life applications in mathematics, and project-based learning in Social Studies.

2. Improve teaching and assessment in all cycles by:

- ensuring that assessment information is used consistently to adapt lessons, so that teaching responds accurately to students' learning needs and address learning gaps.
- improving the quality of questioning, dialogue, and feedback in lessons to ensure that students engage in explaining their views, justifying their answers, and reason effectively and develop higher order thinking skills.
- ensuring that differentiated teaching and curriculum modification consistently meet the needs of all learners, including high attainers, students with additional needs, and those requiring further support.
- developing clear marking and feedback policy that is applied consistently and lead to clear, measurable improvement in students' work and progress over time.
- developing the curriculum through purposeful links between subjects, real-life contexts, and opportunities for innovation to support the transfer of learning and deepen understanding.

3. Ensure the school meets and exceeds its targets on international assessments by:

- developing a coherent whole-school strategy for TIMSS, PISA, and PIRLS preparation with clear accountability, milestones, and regular progress reviews.
- providing targeted professional development to deepen teachers' understanding of international benchmarks and effective question design.
- embedding higher-order thinking practice systematically into lesson plans and regular formative assessments.

4. Enhance the health and safety arrangements for the school by:

- ensuring fire drills and emergency evacuation procedures are reviewed for effectiveness.
- enhancing the quality of record-keeping across the school.
- ensuring the premises are consistently well-maintained.
- promoting student health and well-being awareness by improving the consistency of health education and monitoring of healthy food practices across the school.

5. Strengthen leadership and management to improve the quality of provision and outcomes by:

- improving the accuracy and rigor of self-evaluation, monitoring, and professional development to secure sustained improvements in teaching and learning.
- developing the capacity of middle leaders to positively impact students' outcomes in their departments.
- strengthening leadership impact by addressing staffing gaps, middle leaders' workload and improving the induction systems to ensure sustainable improvements.

Overall School Performance: Acceptable

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

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

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

PS3: Teaching and Assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓
Assessment	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

PS4: Curriculum

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

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	Good	Good	Good	Good
Care and support	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

PS6: Leadership and Management

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

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	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓
	Progress	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

Findings:

- The school's analysis of internal assessment data against the MoE standards for Islamic Education for AY2024/25 indicates that in the large majority of students in KG, and most students in cycles 1, 2 and 3 attain levels above curriculum standards.
- There are no external assessments for Islamic Education in KG and cycles 1 and 2. In Cycle 3, Grade 12 students sit for the external MoE examination. Results for AY2024/25 indicate Very Good attainment.
- In lessons and in their recent work, most students in KG and across cycles demonstrate knowledge of the Holy Qur'an and Hadeeth, Seerah (life of the Prophet PBUH), and the Islamic values and principles that are in line with the MoE curriculum standards. Students in KG can recite short Surahs, such as Surat Al-Kawthar, but the accuracy of recitation remains an issue. Students recognize basic Islamic concepts such as the pillars of Islam yet with variations among them. In Cycle 1, students demonstrate basic curriculum standards in Seerah, prayers, and Islamic values, but Qur'anic recitation with correct Tajweed, justification of Islamic rulings, and linking learning to real-life contexts are underdeveloped. In Cycle 2, students show secure knowledge of creed, worship, and Seerah and can sometimes link learning to daily life; however, their ability to support ideas with Qur'anic and Hadeeth evidence or link learning to contemporary issues is less developed. In Cycle 3, students have adequate understanding of Islamic rulings, values, and Seerah, and memorization has improved, but accurate Tajweed application, deeper interpretation, and meaningful real-life application remain underdeveloped for many students.
- Over the past three years, internal assessment data indicates an upward trend KG, as attainment improved from Good in AY2022/23 to Very Good in AY2023/24 and AY2024/25. In Cycle 1, attainment has been consistently Outstanding over the past two academic years. In cycles 2 and 3, attainment has been consistently Outstanding over the past three academic years. Results of Grade 12 MoE examination indicate consistently Very Good attainment over the past three years.
- The school's analysis of internal assessment data indicates that the majority of students in KG, the large majority in Cycle 2, and most students in cycles 1 and 3 make better than expected progress from their starting points at the beginning of the academic year and against curriculum standards.
- In lessons and in their recent work, most students in KG and cycles 1, 2 and 3 make the expected progress against appropriate learning outcomes that are in line with the curriculum standards.
- The school's analysis of internal assessment data to track the progress of the different groups of students indicates that while girls make Outstanding progress across cycles 1 to 3, boys make Outstanding progress in Cycle 1 and Very Good progress in cycles 2 and 3. Emirati students make Outstanding progress in cycles 1 and 3, and Very Good progress in Cycle 2. Lower attaining students make Outstanding progress in cycles 1 and 2, however they make Weak progress in Cycle 3. Whereas higher attaining students make Outstanding progress in cycles 1 and 3, and Weak progress in Cycle 2. Students with additional learning needs, including students of determination, make Very Good progress in Cycle 1, and Good progress in cycles 2 and 3. There are no gifted and talented students identified in this subject, and no available data to inform the progress of different groups in KG.

Next Steps:

1. Improve students' accuracy in Qur'an recitation and application of Tajweed rules in cycles 1 to 3.
2. Strengthen students' ability to link Islamic concepts to real-life situations by applying Seerah, values, and rulings to everyday scenarios.
3. Develop students' citation skills using evidence from Qur'an and Hadeeth to justify their understanding, particularly in cycles 2 and 3.

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	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓
	Progress	Acceptable ↓	Acceptable ↓	Acceptable ↓	Good

Findings:

- The school's analysis of internal assessment data for AY2024/25 against the MoE curriculum standards for Arabic as a First Language indicates that the large majority of students in KG and most students in cycles 1, 2 and 3 attain levels above curriculum standards.
- There are no external assessments for Arabic as a First language in KG. The school conducts ACER-IBT assessment to benchmarks students' achievement in Arabic as a First Language in cycles 1, 2 and 3. Results in AY2024/25 indicate Very Weak attainment in cycles 1 and 3, and Weak attainment in Cycle 2. Results of Grade 12 MoE examination for AY2024/25 indicate Good attainment.
- In lessons and in their recent work, most students in KG and cycles 1, 2 and 3 demonstrate listening, speaking, reading, and writing skills that are in line with the curriculum standards. In KG, students show early ability to recognize and pronounce learned letters, with initial attempts at writing and reading simple sight words. Listening skills are developing appropriately, while speaking in Standard Arabic is still emerging. In Cycle 1, students read with acceptable fluency and demonstrate basic grammatical understanding, such as identifying sentence types. However, creative and extended writing is underdeveloped, and oral expression is largely limited to words and short phrases. In Cycle 2, students understand texts, explain new vocabulary, and extract main ideas appropriately, but accuracy in reading with marks, deeper analysis, and extended writing remain underdeveloped, with a few students still struggling to speak in Standard Arabic. In Cycle 3, students show secure reading comprehension, listening, and contextual application of grammar, but extended writing remains limited and most continue to rely on colloquial Arabic in spoken expression.
- Over the past three years, internal assessment data indicates an upward trend in KG as attainment improved from Good in AY2022/23 to Very Good in AY2023/24 and AY2024/25. In Cycle 1, data indicates consistently Outstanding attainment over the past two academic years. In cycles 2 and 3, attainment has been consistently Outstanding over the past three academic years. ACER-IBT results for Arabic as a First language indicate a regression in attainment in cycles 1 and 3 from Weak in AY2022/23 to Very Weak in AY2023/24 and AY2024/25. In Cycle 2, attainment has been consistently Weak over the past three academic years. In Grade 12 MoE examination, attainment has been consistently Good over the past three academic years.
- The school's analysis of internal assessment data indicates that the majority of students in KG, the large majority in cycles 2 and 3, and most students in Cycle 1 make better than expected progress from their starting points at the beginning of the academic year and against curriculum standards. ACER-IBT assessment data indicates Good progress in cycles 1 and 2, and Weak progress in Cycle 3.
- In lessons and in their recent work, most students in KG, and cycles 1 and 2 make the expected progress, while the majority of students in Cycle 3 make better than expected progress against learning objectives aligned with the MoE curriculum standards.
- The school's analysis of internal assessment data to track the progress of the different groups of students indicates that while girls and higher attaining students make Outstanding progress across cycles 1, 2 and 3, boys and Emirati students make Outstanding progress in Cycle 1, and Very Good progress in cycles 2 and 3. Lower attaining students make Outstanding progress in cycles 1 and 2, and Very Good progress in Cycle 3. While students with additional learning needs, including students of determination, make Very Good progress in Cycle 1, they make Good progress in cycles 2 and 3. Gifted and talented students make Outstanding progress in cycles 1 and 3, and Very Good progress in Cycle 2. There is no available data to inform the progress of the different groups in KG.

Next Steps:

1. Strengthen students' use of Standard Arabic across all cycles through structured oral activities, presentations, and guided discussions.
2. Develop students' extended and creative writing skills in cycles 1 to 3 through regular modelled writing and independent composition tasks.
3. Improve students' accuracy in reading with correct marks and deeper text analysis in cycles 2 and 3.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

Findings:

- The school's analysis of internal assessment data for AY2024/25 against the MoE curriculum standards for Social Studies indicates that most students in cycles 1, 2 and 3 attain levels above curriculum standards.
- There are no external assessments for Social Studies in cycles 2 and 3. Grade 12 MOE examination results for AY2024/25 indicate Very Good attainment.
- In lessons and in their recent work, most students in cycles 1, 2 and 3 demonstrate levels of knowledge and understanding that are in line with the Social Studies curriculum standards. In Cycle 1, students demonstrate a basic understanding of national identity by identifying UAE leaders, national symbols, and civic concepts such as government roles and community responsibility. Students' deeper understanding of climate and how it is linked to geography remains limited. In Cycle 2, students show stronger historical and geographical knowledge as they compare the UAE's past and present and compare natural and human features. Students' ability to analyze environmental change and track geographical impact is underdeveloped. In Cycle 3, students demonstrate appropriate understanding of the role of national leaders and extract key moral values from historical texts; however, their use of geographical tools and maps to support analysis is less well developed. Across all cycles, students' application of geographical skills is slowly developing; their ability to interpret maps, identify features, and analyse spatial relationships remains inconsistent.
- Over the past two academic years, internal assessment data indicates consistently Outstanding attainment in Cycle1. Similarly, attainment has been consistently Outstanding in cycles 2 and 3 over the past three years.
- The school's analysis of internal assessment data indicates that most students in cycles 1 and 3, and the large majority in Cycle 2 make better than expected progress from their starting points at the beginning of the academic year.
- In lessons and in their recent work, the majority of students in Cycle 1 make better than expected progress, while most students in cycles 2 and 3 make the expected progress against learning objectives aligned with curriculum standards.
- The school's analysis of internal assessment data to track the progress of the different groups of students indicates that girls, higher attaining students and gifted and talented students make Outstanding progress across cycles 1 to 3. Boys make Outstanding progress in cycles 1 and 3 and Weak progress in Cycle 2, whereas Emirati students make Outstanding progress in cycles 1 and 3, and Good progress in Cycle 2. Lower attaining students make Outstanding progress in cycles 1 and 2; however, they make Weak progress in cycle 3. While students with additional learning needs, including students of determination, make outstanding progress in cycles 1 and 3, they make Acceptable progress in Cycle 2.

Next Steps:

- Improve students' geographical skills across all cycles by providing regular opportunities to interpret maps and analyse spatial relationships to support deeper understanding.
- Develop students' analytical skills by incorporating structured inquiry tasks that require them to make connections and explain causes and consequences.
- Develop students' conceptual understanding by embedding activities and visual tools that enable students to explore patterns, interpret data and compare activities to help them make connections and draw conclusions

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	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓
	Progress	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

Findings:

- The school's analysis of internal assessment data for AY2024/25 against the MoE curriculum standards for English indicates that the large majority of students in KG and most students in cycles 1 to 3 attain levels above curriculum standards.
- There are no external assessments for English in KG. In PISA 2022, 15-year-old students scored 358 in reading literacy, which falls below the school's target of 409 and the international average of 476. Results of the external MoE examination for Grade 12 in AY2024/25 indicate Good attainment.
- In lessons and in their recent work, most students in KG and cycles 1, 2 and 3 demonstrate listening, speaking, reading and writing skills that are in line with MoE English curriculum standards. In KG, students recognize letter sounds and can write upper-case letters accurately. They listen attentively but do not necessarily understand the meaning, and their speaking is limited to single words when presented with opportunities for oral expression. In Cycle 1, students read and understand simple conversations and respond to basic questions. More able students speak in short extended phrases and lead group presentations, but grammatical accuracy in speaking and writing is inconsistent, and weaker students struggle to meet expected standards. In Cycle 2, students attain expected standards in listening, speaking, and reading. They have better decoding and oral skills than reading comprehension. They identify basic grammatical rules, but extended writing remains underdeveloped. In Cycle 3, most students demonstrate speaking, reading, and listening skills in line with curriculum expectations. However, vocabulary breadth is limited for many, and extended writing lacks depth, coherence, and accuracy, restricting students' ability to communicate ideas independently and at length.
- Over the past three academic years, the school's internal assessment data indicates an upward trend in KG as attainment improved from Good in AY2022/23 to Very Good in AY2023/24 and AY2024/25, while in cycles 1, 2 and 3, attainment has been consistently Outstanding. In Grade 12 MoE examination, attainment has been consistently Good over the past three academic years.
- The school's analysis of internal assessment data indicates that the majority of students in KG, the large majority in Cycle 3 and most students in cycles 2 and 3 make better than expected progress from their starting points at the beginning of the academic year and against curriculum standards.
- In lessons and in their recent work, most students in KG and cycles 1 to 3 make the expected progress against learning objectives aligned with the MoE curriculum standards.
- The school's analysis of internal assessment data to track the progress of the different groups of students indicates that while boys, higher attaining students and gifted and talented students make Outstanding progress in cycles 1, 2 and 3, girls and lower attaining students make Outstanding progress in cycles 1 and 2, girls make Good progress in Cycle 3, and lower attaining students make Weak progress. Emirati students make Very Good progress in cycles 2 and 3; however, they make Weak progress in Cycle 1. Students with additional learning needs, including students of determination, make Very Good progress in Cycle 1 and Good progress in cycles 2 and 3. There is no available data to inform the progress of the different groups in KG.

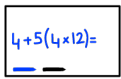
Next Steps:

- Strengthen students' oral language skills, particularly in KG and Cycle 1, by increasing structured opportunities for purposeful speaking, expanding vocabulary use, and improving grammatical accuracy in spoken communication.

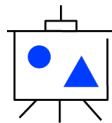
2. Improve students' reading comprehension skills by embedding routines that develop understanding of meaning, inference, and interpretation.
3. Improve extended writing skills by providing consistent modelling, guided practice, and structured tasks that help students produce coherent, detailed, and accurate written work across all cycles, particularly cycles 2 and 3.

Mathematics

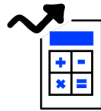
A number of areas are evaluated in the inspection framework when judging student's attainment and progress in the language. These include the following:



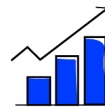
Number and quantity and their use



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	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓
	Progress	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

Findings:

- The school's analysis of internal assessment data for AY2024/25 against the MoE curriculum standards for mathematics indicates that the large majority of students in KG and Cycle 2, and most students in cycles 1 and 3 attain levels above the curriculum standards.
- There are no external assessments for mathematics in KG. The school benchmarks students' achievement in mathematics using the ACER-IBT standardized assessment in cycles 1, 2 and 3. Results in AY2024/25 indicate Very Weak attainment in Cycle1 and Weak attainment in cycles 2 and 3. In PISA 2022, 15-year-old students scored 365 in mathematical literacy, falling below the school's target of 424 and the international average of 472. In TIMSS 2023, Grade 4 students scored 447, below the school's target of 500 and the international average of 503, and Grade 8 students scored 438, below the school's target of 458 and the international average of 478. Results of Grade 12 MoE external examination for AY2024/25 indicate Good attainment.
- In lessons and in their recent work, most students in KG and cycles 1, 2, and 3 demonstrate levels of knowledge and skills that are in line with the curriculum standards. In Kindergarten, students are developing their ability to count and sequence numbers and to explore positional concepts such as inside and outside through practical activities. Students are beginning to recognise previous and next numbers, showing emerging numeracy skills. A few can go beyond this basic level and demonstrate greater confidence in numeracy. In Cycle 1, students show basic fluency in the four operations, rounding, grouping, and long division with support, but mental mathematics, estimation accuracy, and explanation of reasoning are inconsistent. In Cycle 2, students apply arithmetic procedures to integers, percentages, and simple linear equations, and identify basic features of graphs; their reasoning, sign accuracy, and explanation of processes remain underdeveloped. In Cycle 3, students demonstrate acceptable procedural fluency in algebraic functions, polynomial division, data handling, and introductory calculus, but their ability to justify methods, analyze results deeply, and apply learning to real-life contexts is inconsistent. Across all cycles, procedural skills are stronger than reasoning, problem-solving, and mathematical communication.
- Over the last three years, the school's internal assessment data indicate an upward trend in KG as attainment improved from Good in AY2022/23 and AY2023/24 to Very Good in AY2024/25. In cycles 1 and 3, attainment has been consistently Outstanding over the past three academic years. In Cycle 2, data indicates a downward trend with attainment regression from Outstanding in AY2022/23 and AY2023/24 to Very Good in AY2024/25. ACER-IBT assessment data indicates a downward trend in Cycle 1 as attainment regressed from Weak in AY2022/23 to Very Weak in AY2023/24 and AY2024/25. In Cycle 2, attainment was fluctuating, regressing from Weak in AY2022/23 to Very Weak in AY2023/24, before improving again to Weak in AY2024/25. In Cycle 3, ACER IBT assessment data indicate an upward trend as attainment improved from Very Weak in AY2022/23 and AY2023/24 to Weak in AY2024/25.
- The school's analysis of internal assessment data indicates that while the large majority of students in KG and Cycle1 make better than expected progress, most students in Cycle 3 and less than three-quarters of students in Cycle 2 make the expected progress from their starting points at the beginning of the academic year and against curriculum standards. ACER-IBT progress data indicates Weak progress in cycles 1 and 2, and Outstanding progress in Cycle 3.
- In lessons and in their recent work, most students in KG and cycles 1, 2 and 3 make the expected progress against learning objectives aligned with the curriculum standards.
- The school's analysis of internal assessment data to track the progress of the different groups of students indicates that boys make Very Good progress in Cycle 1 and Weak progress in cycles 2 and 3. While girls make Very Good progress and Emirati

students make Good progress in Cycle 3, they both make Weak progress in cycles 1 and 2. Lower attaining students and gifted and talented students make Outstanding progress in cycles 1, 2 and 3. Higher attaining students make Outstanding progress in cycles 1 and 3, however they make Weak progress in Cycle 2. Students with additional learning needs, including students of determination, make Very Good progress in Cycle 1 and Good progress in cycles 2 and 3. There is no available data to inform the progress of different groups in KG.

Next Steps:

1. Strengthen students' mathematical reasoning across all phases including deeper interpretation of problems and clearer articulation of solutions.
2. Improve students' problem-solving and real-life application skills through regular use of multi-step, unfamiliar, and context-based mathematical problems, especially in cycles 2 and 3.
3. Strengthen students' developing counting, sequencing, and positional understanding in KG, while building numerical fluency through embedded daily mental mathematics and estimation activities in Cycle 1.

Science

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



Scientific thinking,
inquiry, and
investigative skills



Ability to draw
conclusions and
communicate ideas



Application of science
to technology, the
environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable
	Progress	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable

Findings:

- The school's analysis of internal assessment data for AY2024/25 against the MoE curriculum standards for science indicates that the majority of students in KG and most students in cycles 1 and 2, and across sciences in cycle 3 attain levels above curriculum standards.
- There are no external assessments for science in KG. The school benchmarks students' achievement in science using ACER-IBT in cycles 1, 2 and 3. Results in AY2024/25 indicate Weak attainment across cycles. In PISA 2022, 15-year-old students achieved a score of 356 in scientific literacy falling below the school's target of 428 and the international average of 485. In TIMSS 2023, Grade 4 students scored 433, which was below the school's target of 495 and the international average of 494. Grade 8 students scored 445, below the school's target of 450 and the international average of 478. Results of Grade 12 MoE external examination indicate Acceptable attainment in physics and chemistry.
- In lessons and in their recent work, most students in KG and cycles 1, 2 and 3 demonstrate levels of scientific knowledge and skills that are in line with the MoE curriculum standards. In KG, students demonstrate observation skills and early development of scientific thinking, including simple cause and effect. In Cycle 1, students develop basic enquiry skills through simple prediction, classification, and identification of plant, animal, and life-cycle concepts; however, their investigation skills, reasoning, and real-life application remain underdeveloped and heavily teacher-directed. In Cycle 2, students show secure recall of scientific terminology and concepts and can carry out guided investigations, but their ability to design investigations, analyze results, and apply learning to real life contexts is limited. In Cycle 3, students demonstrate basic understanding of scientific concepts, and they follow practical procedures with guidance; however, their enquiry skills, use of scientific variables, depth of analysis, and independent application to real-world contexts are underdeveloped. Across all cycles, students' practical, investigative, and analytical skills remain weaker than their factual knowledge.
- Over the last three years, the school's internal assessment data indicates an upward trend in KG as attainment improved from Good in AY2022/23 and AY2023/24 to Very Good in AY2024/25. In cycles 1 and 2, and in biology in Cycle 3, attainment has been consistently Outstanding over the past three years. In Cycle 3, physics and chemistry, data indicates a downward trend, as it regressed from Outstanding in AY2022/23 and AY2023/24 to Very Good in AY2024/25 in physics, and from Outstanding in AY2022/23 to Very Good in AY2023/24 and AY2024/25 in chemistry. ACER-IBT assessment data indicates fluctuation in attainment in cycles 1 and 2, as attainment regressed from Weak in AY2022/23 to Very Weak in AY2023/24, before improving again to Weak in AY2024/25. In Cycle 3, ACER-IBT data indicates an upward trend as attainment improved from Very Weak in AY2022/23 and AY2023/24 to Weak in AY2024/25. Grade 12 MoE external assessment outcomes indicate an upward trend in physics as attainment improved from Weak in AY2022/23 and AY2023/24 to Acceptable in AY2024/25, while in Chemistry attainment fluctuated regressing from Very Good in AY2022/23, to Weak in AY2023/24, and improving to Acceptable in AY2024/25.
- The school's analysis of internal assessment data indicates that the majority of students in KG, the large majority in Cycle 2, and in Cycle 3 chemistry and biology, and most students in Cycle 1 and Cycle 3 physics make better than expected progress from their starting points at the beginning of the academic year and against curriculum standards. ACER-IBT progress data indicates Weak progress in Cycle 1 and Outstanding progress in cycles 2 and 3.
- In lessons and in their recent work, most students in KG and cycles 1, 2 and 3 make the expected progress against learning objectives that are aligned with curriculum standards.

- The school's analysis of internal assessment data to track the progress of the different groups of students indicates that Boys make Outstanding progress in Cycle 1 and in Cycle 3 chemistry, Very Good progress in Cycle 2 and Cycle 3 physics, and Good progress in Cycle 3 biology. Girls make Outstanding progress in Cycle 1 and in Cycle 3 physics and biology, they make Very Good progress in Cycle 2, and Good progress in Cycle 3 Chemistry. Emirati students make Acceptable progress in Cycle 1, Very Good progress in Cycle 2 and in Cycle 3 biology, and Outstanding progress in Cycle 3 physics and chemistry. Lower attaining students make Outstanding progress in cycles 1 and 2, and in Cycle 3 chemistry, and they make Weak progress in Cycle 3 physics and biology. Higher attaining students make Outstanding progress in Cycle 1 and across sciences in Cycle 3, however they make Weak progress in Cycle 2. Students with additional learning needs, including students of determination, make Very Good progress in Cycle 1, and Good progress in Cycle 2 and in Cycle 3 physics and biology. Gifted and talented students make Outstanding progress in cycles 1, 2 and 3. There is no data to inform the progress of the different groups in KG.

Next Steps:

1. Strengthen students' investigative skills through age-appropriate activities across all cycles, including reasoning and simple cause and effect in KG, and recording and interpreting scientific data in higher cycles.
2. Develop students' scientific reasoning and their ability to apply scientific concepts to real-life situations.
3. Improve students' practical laboratory skills by ensuring they follow full scientific method steps during experiments, particularly in Cycle 3.

Learning Skills

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

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

Subject	KG	Cycle 1	Cycle 2	Cycle 3
Learning Skills	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

Findings:

- Students show positive attitudes and engagement, although a few in the lower grades require frequent reminders and encouragement to stay focused. In the upper grades, most students take adequate responsibility for their learning, completing tasks particularly in English, Mathematics, and Science. However, many students continue to rely on teacher's guidance for next steps. Opportunities for students to manage their own learning independently are not yet consistent, especially in KG and among some students in Cycle 3.
- Students can work productively in pairs and groups across most subjects and generally show respect for the ideas of others. In English, Islamic Education, Arabic, and Social Studies, collaboration is evident but typically limited to short exchanges and remains largely teacher-directed rather than student-led. In Mathematics and Science, students share ideas during group activities, but these discussions often lack depth. Overall, students' communication skills are adequate; many remain less confident in clearly articulating their thinking using subject-specific vocabulary, particularly in Arabic and Social Studies.
- Across all cycles, students are able to make relevant connections between their learning and real-life contexts, such as links to UAE culture in Social Studies and practical applications in Science and Mathematics. In Cycle 3, older students increasingly relate learning to careers and real-world situations. However, cross-curricular connections remain limited and inconsistently integrated, and students are not yet secure in transferring knowledge and skills independently across subjects.
- Students' critical thinking, problem-solving, and innovation skills are developing but remain inconsistent across the school. In most lessons, tasks are teacher-led, questioning is mainly closed, and opportunities for enquiry and independent thinking are limited. Stronger examples are seen in Cycle 3 advanced Mathematics and Science, where students apply reasoning to verify solutions and analyze data. However, these practices are consistent across subjects or cycles. The use of learning technologies is very limited, which restricts students' opportunities for research, enquiry, independent problem-solving, and collaborative learning. Research skills remain underdeveloped across the school.

Next Steps:

1. Increase students' independence in learning by ensuring they routinely plan, complete, and review tasks independently with the least teacher support, particularly in KG and cycles 1 and 3.
2. Strengthen students' collaboration and communication skills by enforcing group roles and enrich discussion across all subjects.
3. Develop students' critical thinking, enquiry, and problem-solving skills by increasing the use of open-ended tasks, investigative learning, and using technologies for research and exploration.

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

Personal Development

N/A

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

Findings:

- Across KG and all cycles, students show positive and responsible attitudes towards learning. Most are attentive in lessons, complete tasks, and respond appropriately to teachers' guidance. In the upper grades, particularly in the girls' section, many students are self-motivated and can sustain focus with minimal prompting. In KG and some boys' classes, a few students still need reminders to stay on task, but overall, students' attitudes support a calm learning environment. Across the school, students are developing independence and show receptiveness to constructive feedback, although they are not yet proactive in seeking it out.
- Students' behavior across the school is respectful, courteous, and generally well managed. Students interact positively with peers and adults, contributing to a safe and orderly environment. Incidents of bullying are rare and dealt with promptly in line with the school's policy, helping to maintain a safe climate. Students demonstrate good awareness of the school's behavior and child protection policies. While behavior is consistently positive across most phases, boys in upper cycles show slightly less consistency and occasionally require adult guidance.
- Relationships between students and staff are respectful and supportive. Students interact courteously with adults and peers, listen to one another, and show consideration for others' feelings and circumstances. They follow established classroom routines, which supports smooth transitions and productive learning time. Across the school, students work together appropriately in pairs and groups, and they show growing empathy and tolerance, contributing to a positive and inclusive environment.
- Students show a sound understanding of healthy and safe lifestyles. They benefit from regular PE lessons and health education sessions led by the school nurse and social worker, which promote awareness of hygiene, nutrition, and mental well-being. Students are aware of safe behavior in school and on campus, and most make sensible choices that support their physical and emotional health.
- Attendance is Outstanding at 99% across the school. Most students attend school regularly, demonstrating a strong level of commitment. However, to maintain high standards, more consistency is required, as attendance in cycles 2 and 3 remained below expectations during the inspection days. Students generally arrive on time for classes, although a small proportion arrive late to morning assemblies.

Next Steps:

1. Strengthen students' self-regulation and independence, particularly in KG and upper boys' classes, so they sustain focus and manage their own behavior with less adults' interventions.
2. Increase students' ownership of healthy lifestyle choices by involving them more actively in planning and leading health and well-being initiatives across phases.
3. Reduce lateness to morning assembly promoting punctuality as a shared responsibility.

Understanding of Islamic values and awareness of Emirati and world cultures

N/A

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

Findings:

- Students across the school demonstrate a secure understanding of core Islamic values, including honesty, respect, kindness, fairness, and tolerance. In cycles 1 to 3, most students understand how Islamic values influence personal behavior and Emirati society, and they show respectful conduct in lessons, assemblies, and social interactions. Students actively participate in Islamic occasions such as Eid Al Adha and the Prophet's (PBUH) birthday, reflecting positive engagement with religious life. In KG, students show emerging awareness of these values through behavior and participation in celebrations; however, their understanding remains basic.
- Students in cycles 1 to 3 demonstrate a positive and secure understanding of UAE heritage, identity, and national traditions. Most can name the seven emirates, identify key landmarks, and recognize the founding fathers and current leaders. They describe a wide range of features of Emirati culture, such as storytelling, falconry, desert life, camel racing, tribal structures, and the UAE's connection to the sea. Students participate respectfully in National Day, Flag Day, Martyrs' Day. While students show strong pride in the UAE and appreciation of its heritage, their historical understanding of federation development and leadership roles is less secure in depth, particularly in lower cycles.
- Students demonstrate a sound awareness of their own cultural identities, including non-Emirati students, and actively participate in school events such as International Day. These opportunities support students in sharing aspects of their own backgrounds and traditions. However, students' understanding of other world cultures remains limited.

Next Steps:

1. Develop students' understanding of world cultures through regular, structured opportunities to explore different languages, traditions, and global lifestyles across all cycles.
2. Strengthen students' historical understanding of the UAE, particularly the formation of the federation and the role of national leaders in the country's development.
3. Deepen students' understanding of Islamic values and their application in daily school life, particularly in KG.

Social responsibility and innovation skills

N/A

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

Findings:

- Students demonstrate a basic awareness of their responsibilities within the school community and contribute appropriately when opportunities are provided. Through the Student Council, students support classroom routines, offer suggestions for improvement, and participate in organizing school events. Some students engage in charitable activities linked to organizations such as the Red Crescent and take part in environmental clean-up campaigns and school-based volunteering. However, participation in community initiatives is irregular and largely school-directed, with limited sustained involvement beyond specific events.
- Most students demonstrate a positive work ethic and show a sense of ownership in completing assigned tasks. The majority bring the required materials, complete homework, and participate in group activities. Student leadership is evident through the Student Council, where some students show initiative in guiding peers and contributing ideas. However, students are generally passive participants in projects and rarely initiate activities independently. Opportunities to develop entrepreneurial skills, innovation, and creative problem-solving are limited and not systematically embedded across subjects. Innovation and enterprise are introduced through selected programs in upper grades, but their impact on students' independent initiative remains developing.
- Students demonstrate an adequate understanding of basic environmental responsibility. They participate in school-based sustainability activities such as tree planting, recycling initiatives, Earth Day campaigns, and keeping classrooms clean. Students can describe their participation in environmental projects and identify simple conservation measures. However, their understanding of the wider impact of environmental issues is limited. Environmental action is mainly activity-based and teacher-directed, with few opportunities for students to lead projects, conduct investigations, or apply their learning through innovative, multi-disciplinary sustainability initiatives.

Next Steps:

1. Increase regular student participation in meaningful community service across all cycles.
2. Develop students' initiative, innovation, and entrepreneurial skills through student-led projects that require planning, problem-solving, decision-making, and reflection.
3. Strengthen students' leadership in environmental action by introducing student-led sustainability projects that integrate learning from different subjects.

PS3: Teaching and Assessment

Teaching for effective learning

N/A

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

Findings:

- Most teachers demonstrate secure subject knowledge across subjects and cycles. However, many are less knowledgeable in how students learn best, particularly in the lower cycles where play-based, hands-on and exploratory learning is required. In English, science, and mathematics, teaching often emphasizes content delivery rather than learning processes. In Arabic and Social Studies, teachers apply appropriate subject knowledge, but learning remains largely teacher-directed, limiting students' active engagement and independent construction of understanding.
- Lesson planning follows a common school template, with learning objectives usually shared. However, plans are not sufficiently adapted to address the specific needs of different learners. Pace is slow in many lessons, particularly in Arabic and English, and time is not always managed effectively. Activities often rely on workbooks and textbooks, with limited use of age-appropriate manipulatives, especially in KG. Learning environments are orderly and safe but remain insufficiently stimulating, with limited access to digital tools and inquiry resources.
- Relationships between teachers and students are positive and respectful, which supports a calm learning atmosphere. Teachers attempt to involve students, but teacher talk dominates many lessons, resulting in some students remaining passive learners. Questioning is widely used, but it is often closed and recall-based, particularly in English, Arabic, and Islamic Education. Opportunities for extended dialogue, debate, and deeper discussion are limited across the school, with only a few isolated examples of more effective questioning observed in Cycle 3 Arabic, mathematics, and science lessons.
- Teaching strategies are adequate but limited in range. Lessons are largely teacher-led, with little emphasis on experimentation, exploration, or inquiry-based learning. Differentiation is inconsistently applied and is not always informed by assessment evidence. In many subjects, high-attaining students are insufficiently challenged, while low-attaining students and students with additional learning needs, including Students of determination, require more individualized support and closer monitoring. In KG, insufficient opportunities for hands-on, play-based activities limit students' active learning and progress.
- Teachers do not yet consistently plan for the systematic development of students' independence, problem-solving, and critical thinking across most subjects. While stronger examples of reasoning were observed in some advanced Cycle 3 mathematics and science lessons, these strategies are not yet embedded in regular classroom practice. Innovation and inquiry are rarely planned for explicitly, and learning technologies are minimally used, restricting opportunities for research, exploration, and independent learning. As a result, teaching enables most students to make expected progress, but it does not yet deepen learning or consistently extend higher-order thinking.

Next Steps:

1. Strengthen teachers' use of open-ended questioning, dialogue, and inquiry-based strategies to develop students' critical thinking and independence across all subjects.
2. Ensure consistent differentiation in every lesson, using assessment evidence to provide appropriate challenge for high attainers and support for low attainers and students with additional learning needs.
3. Enhance KG and lower-cycle teaching through regular use of play-based learning, practical manipulatives, and learning technologies to improve engagement, enquiry, and problem-solving skills.

Assessment

N/A

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

Findings:

- Internal assessment processes are in place and generally aligned with Ministry of Education curriculum requirements. Heads of Departments oversee examination content and marking, and the Assessment Coordinator verifies compliance. A range of summative, project-based, and participation assessments is used. However, most assessment tasks place greater emphasis on procedural knowledge than on the development of reasoning, problem-solving, and higher-order thinking. Moderation occurs within departments but is not yet standardized across all cycles, which limits consistency and reliability.
- The school participates in national and international benchmarking, including ACER-IBT, TIMSS, and PISA. These assessments provide valid reference points for evaluating overall attainment trends and identifying priority areas for improvement. Benchmarking information is shared with subject leaders to inform school improvement planning. However, the use of these outcomes to directly shape classroom-level assessment practice remains limited.
- Assessment data is analyzed using excel templates and the AI Manhal system to generate attainment and progress reports aligned with ADEK benchmarks. Analysis focuses mainly on quantitative trends and averages rather than detailed skill-level performance. Tracking progress over time is variable across subjects and cycles and is more structured in the core subjects and in the upper cycles than in KG. Inconsistencies in moderation reduce the accuracy and reliability of comparative data across phases.
- Assessment outcomes are reviewed to plan remedial and enrichment activities, particularly in the core subjects. Teachers use diagnostic, formative, and summative information to adjust lesson content; however, this practice is not consistent across all subjects or cycles. Differentiated follow-up based on assessment is applied unevenly, with additional support more evident for low attainers than for high attainers and gifted students. As a result, assessment information has an adequate but variable impact on teaching and learning.
- Teachers have a reasonable understanding of students' strengths and weaknesses. Feedback is provided both orally and in writing, but it is mainly corrective and focused on task completion rather than guiding improvement or setting clear next steps. Follow-up to ensure students act on feedback is inconsistent. Peer- and self-assessment are used occasionally but are not embedded across phases. Challenge for higher attainers is limited, and assessment is not yet used systematically to extend reasoning, enquiry, or independent learning.

Next Steps:

1. Ensure all written and oral feedback clearly identifies next steps for improvement and is followed up in subsequent lessons.
2. Standardize moderation and data analysis practices across all cycles so that assessment judgments are consistent, reliable, and focused on skill development as well as knowledge.
3. Use assessment information more systematically to differentiate learning, ensuring all groups of students are consistently challenged or supported.

PS4: Curriculum

Curriculum design and implementation

N/A

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

Findings:

- The school implements the UAE Ministry of Education curriculum, which has a clear rationale aligned with ADEK requirements and national priorities, including cultural identity, moral education, innovation, and sustainability. The curriculum is reasonably broad and balanced across all phases and meets statutory requirements for subject coverage, weekly lesson allocations, and language of instruction. It supports the development of students' knowledge and basic skills across subjects; however, the balance remains stronger in favor of content coverage rather than consistent development of subject specific skills, higher-order thinking, inquiry, and application.
- Curriculum planning demonstrates appropriate continuity and progression across cycles, supported by scope and sequence documents that build learning progressively, particularly in core subjects. Vertical alignment is evident, and lesson sequencing generally supports incremental development of knowledge and skills. However, the level of challenge is uneven across subjects and grades, and transition arrangements, especially between KG and Cycle 1, require greater structure to ensure smoother academic progression.
- In Cycle 3, students have access to a suitable range of curricular options within the licensed UAE Ministry of Education curriculum. The school provides both General and Advanced streams, enabling students to follow pathways aligned with their abilities, interests, and future aspirations. Advanced students study extended courses in subjects such as Physics, Chemistry, Biology, and Mathematics, while General Stream students follow a balanced curriculum that meets MoE and ADEK graduation requirements. Career awareness is supported through university visits, subject choices, and guidance sessions; however, documentation and individualized follow-up remain developing. Overall, the range of curricular pathways provides acceptable preparation for post-school education and future careers.
- Cross-curricular connections are evident but remain limited in depth and consistency. Planning documents and lesson observations show thematic links, such as environmental awareness across Science and Art, moral and ethical applications in Islamic Education, and the integration of data handling between Mathematics and Science. These links help students relate learning to real-life contexts and UAE priorities. However, cross-curricular planning is largely teacher-driven and not yet systematically embedded across departments. Opportunities for students to transfer skills and knowledge between subjects are inconsistent, and shared learning objectives or assessment criteria are not routinely used to deepen conceptual understanding across subjects. Overall, cross-curricular links support learning at an acceptable level but lack coherence and sustained impact.
- The school reviews its curriculum periodically, mainly through departmental discussions and in response to MoE updates, ADEK guidance, or inspection feedback. While minor adjustments are made, there is limited evidence of a structured, data-driven curriculum review cycle. Assessment data and student outcomes are not systematically used to evaluate curriculum impact or to drive sustained improvement. Documentation of review processes, accountability arrangements, and impact evaluation remains underdeveloped, which restricts the effectiveness of continuous curriculum refinement.

Next Steps:

1. Embed consistent skill progression across subjects and cycles ensuring tasks move beyond knowledge recall to develop inquiry, reasoning, and application.
2. Embed meaningful cross-curricular connections across subjects to ensure greater depth, consistency, and impact on learning.
3. Develop a formal, data-informed annual curriculum review cycle that links assessment outcomes and curriculum adjustments with clear timelines and accountability.

Curriculum adaptation

N/A

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

Findings:

- The curriculum is adequately adapted to meet the needs of most students across KG and all cycles. Teachers make some modifications to tasks using different levels of worksheets, and subject teachers provide in-class and pull-out support for students of determination through Individual Education Plans (IEPs). However, the application of these plans is inconsistent across lessons due to the absence of specialist support staff. Adaptation for low-attaining students, high attainers, and gifted and talented learners is variable and not yet precise enough to ensure that all groups are consistently challenged and supported.
- Opportunities for enterprise, innovation, and creativity within the curriculum are limited and inconsistently planned across subjects. While some open-ended problem-solving is evident in better Cycle 3 mathematics and science lessons, these approaches are not embedded across phases. Extra-curricular activities, including sports competitions, Arabic language clubs, cultural events, and inter-school competitions, support students' personal and social development. Educational visits and community links, such as trips to Al Qattara Centre, Abu Dhabi University, and community centers, provide some real-world exposure. However, student participation is inconsistent, and curriculum enrichment, enterprise, and social contribution are not yet systematically integrated into learning experiences. Overall, provision is adequate but lacks coherence and sustained impact.
- Appropriate learning experiences are well integrated across most subjects to promote students' understanding of Emirati culture and UAE society. Curriculum planning and lesson delivery include clear links to national identity, UAE traditions, moral values, and heritage, particularly in Islamic Education, Social Studies, Arabic, and across cultural activities and national celebrations. These links support students' awareness of their cultural identity and the values that shape UAE society.

Next Steps:

1. Ensure the consistent use of differentiated tasks in every lesson to meet the needs of all student groups and support students in reaching their full potential.
2. Increase opportunities for enterprise, innovation, and problem-solving within lessons across all cycles.
3. Strengthen students' independent application of UAE cultural learning through real-life projects, community links, and applied learning tasks across subjects.

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

Health and safety, including arrangements for child protection / safeguarding

N/A

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

Findings:

- The school has clear procedures for safeguarding and child protection, which are implemented consistently across KG and all cycles. Policies cover all forms of abuse, including online risks, and set out clear reporting pathways, roles and responsibilities. All staff, including support and transport personnel, receive regular training and sign induction acknowledgements. Older students can identify the designated staff to approach if they have concerns, and incidents of bullying, including cyberbullying, are rare and dealt with promptly. As a result, students report feeling safe in school and on transport, and there is a strong culture of care and respect that supports their welfare.
- Health and safety procedures ensure a generally safe, secure environment for students and staff. The Health and Safety Officer, OSH committee and supervisors monitor key areas regularly, and safety checks on fire extinguishers, hoses and emergency exits are carried out in line with Civil Defense requirements. Fire and evacuation drills take place once per term and are documented, with staff and students clear about their roles during emergencies. Supervision schedules cover arrivals, departures, corridors, playgrounds and canteens, and bus operations are well managed through trained supervisors, CCTV-equipped vehicles and use of the Salama attendance system, so that no student is left unsupervised. While assembly points and risk-assessment records require more consistent marking and follow-up, day-to-day routines effectively keep students safe.
- The school's premises and equipment are maintained in sound repair through termly inspections by the maintenance committee and contracts with specialist providers for electrical, plumbing, air-conditioning and general upkeep. Daily cleaning routines ensure adequate hygiene in classrooms, corridors and common areas, and incident and maintenance logs are kept, including reports on ALADAA for health and safety events. Science laboratories are functional, but school needs to address better responsible use of these labs, storage of material, and supervision of students. Records of clinic visits are kept in hard and soft copy, though documentation and trend analysis are still developing.
- The premises provide a safe and generally suitable physical environment for learning across KG and all cycles. Classrooms and corridors are adequately lit, ventilated and organized, with visible safety information and access to safe drinking water. Shaded outdoor areas and a recently refurbished KG and Grade 1 play space support safe play and physical activity for different age groups. Two science laboratories and two computer labs serve students across the school, and separate playgrounds and canteens for boys and girls help maintain order and safety. However, shared toilet facilities for KG and lower primary students, limited lab and library space, and the absence of a lift or dedicated access routes for those with mobility needs restrict full inclusivity and flexibility of use. Generally, the environment is orderly, secure and fit for purpose, with clear priorities identified for improving accessibility and easing congestion in key areas.
- The school promotes safe and healthy living through curriculum links in science, PE, Health Science in Cycle 3, and moral education, as well as assemblies and awareness sessions led by the nurse and social worker. Students learn about hygiene, nutrition, mental health and online safety, and report that these sessions help them make informed choices about their wellbeing. Participation in sports, health campaigns and targeted awareness days reinforces positive habits, and canteen provision is broadly aligned with ADEK guidance, limiting high-sugar and highly processed options. Monitoring of the impact of health promotion is not yet fully systematic, but overall provision supports student safety, welfare and health awareness.

Next Steps:

1. Strengthen younger students' awareness of safeguarding procedures and their understanding of who to approach and how to report concerns, particularly in KG and Cycle 1.
2. Improve students' safety practices in science laboratories by ensuring consistent student use of personal protective equipment and clear routines for safe handling and storage of materials.

3. Increase students' active participation in promoting healthy and safe lifestyles by involving them in planning health, safety, and wellbeing initiatives.

Care and support

N/A

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

Findings:

- Teachers and support staff establish generally positive and respectful relationships with students, supported by clearly communicated behavior policies and procedures. The school applies a structured behavior management system that includes warnings, signing a pledge, and recognizing exemplary conduct. Records of misbehavior are maintained, and the social worker supports behavior monitoring and follow-up. However, the consistency of implementation and follow-up after sanctions varies across the school, which limits the overall impact of behavior management on improving students' self-discipline and responsibility.
- The school has systems in place to promote students' attendance and punctuality. Attendance is tracked daily using an effective electronic system, and unauthorized absences are followed up promptly with parents. Department supervisors monitor punctuality, and awareness sessions are conducted to emphasize the importance of regular attendance. While these procedures are generally effective, expectations are not supported by clear numerical targets in policy documents, and follow-up on repeated lateness is not always consistent.
- The school has basic procedures in place to identify students with additional learning needs. Students of determination are formally identified through medical reports provided by parents and are registered on the Ministry's Manhal system. Teachers identify students with learning difficulties through classroom observation and performance. However, identification of gifted and talented students lacks a clear specialist-led process, and the Head of Inclusion does not have formal expertise in SoD or G&T provision. As a result, identification systems are functional but not yet comprehensive.
- Individual Education Plans (IEPs) and Advanced Learning Plans (ALPs) include clear targets and time-bound goals, with parental input evident; however, their implementation is inconsistent across lessons. Support is provided through in-class differentiation and occasional pull-out sessions by subject teachers, in the absence of specialist support staff. The impact of this provision in meeting the needs of different student groups and enabling them to reach their full potential is limited. Provision for gifted and talented students remains underdeveloped and does not yet offer sustained academic challenge.
- The school monitors students' well-being and personal development through teachers and the social worker, and provides suitable advice and support on academic and personal matters. Senior students receive basic career guidance through classroom discussions, awareness sessions, and visits to universities such as Al Ain University and Abu Dhabi University. While these activities support students' awareness of future pathways provision would benefit from more planned and progressive activities broader exposure to post school options and more consistent individual follow up. As a result career guidance is not yet fully systematic or embedded as a whole school program.

Next Steps:

- Strengthen consistency of behavior and punctuality follow-up so that all students receive timely and sustained support after incidents of misbehavior or repeated lateness.
- Establish a clear, specialist-led identification and support system for students with additional learning needs and gifted students, ensuring consistent implementation and monitoring of IEPs and ALPs in all lessons.
- Introduce a structured, progressive career guidance program for Cycle 3 students, including documented guidance pathways, regular activities, and individual follow-up.

PS6: Leadership and Management

The effectiveness of leadership

N/A

Performance Indicator	Quality judgement
The effectiveness of leadership	Acceptable 

Findings:

- The school's vision and mission are clearly articulated and communicated to staff, students, and parents, with an appropriate focus on preparing students for future demands, particularly through technology, innovation, and research skills. Senior leaders emphasize the importance of digital learning and artificial intelligence, and teachers receive training to support this direction. The school also demonstrates alignment with national priorities through visible promotion of UAE values, culture, and heritage. However, the vision is not yet consistently translated into measurable strategic priorities, and limited resources constrain the full realization of the school's stated ambitions.
- Senior and middle leaders demonstrate an understanding of effective teaching and learning practices and promote a culture of professional support and shared practice. Teachers benefit from training linked to technology integration, international benchmark assessments, and reading development in both Arabic and English. Leaders also oversee the implementation of remedial support following diagnostic assessments in core subjects. However, leaders' evaluative skills remain inconsistent. The application of the inspection framework and consistent use of its terminology are not yet securely embedded across the leadership team, limiting the precision of leadership evaluation.
- Relationships across the school are respectful and supportive, and day to day communication is generally positive. However, communication around strategic priorities, staff roles, and improvement expectations lacks sufficient clarity. Leadership roles and responsibilities are not always clearly defined, and communication structures do not consistently ensure accountability at all levels.
- The principal demonstrates commitment and motivation to improve the school and recognizes the importance of professional development, particularly in data analysis, teaching quality, and effective use of the inspection framework. Middle leaders are keen to contribute to improvement within their areas of responsibility. However, overall leadership capacity is limited by the current organizational structure, with no vice principal in post and several leaders holding multiple roles alongside heavy teaching timetables. High staff turnover has further stretched leadership capacity and increased the need for more robust induction processes. Although leaders identify appropriate improvement priorities, implementation is inconsistent and relies on individual effort rather than being secured through well embedded systems.
- Leaders demonstrate an appropriate awareness of areas requiring improvement, particularly students' attainment in international assessments and the need for stronger data analysis. Systems are in place for diagnosis, remedial support, and participation in external assessments such as IBT, PISA, and PIRLS. However, leaders do not yet evaluate the impact of these actions with sufficient precision leading to inconsistent practices and implementation. Improvement priorities are not consistently tracked against measurable outcomes. While the school maintains a respectful and orderly environment and monitors performance at a basic level, accountability systems do not yet ensure that improvements in teaching and learning lead reliably to higher student achievement.

Next Steps:

1. Strengthen strategic planning by translating the school's vision into measurable priorities with clear success criteria, timelines, and accountability.
2. Improve leadership capacity by clarifying roles and reducing the workload pressure to allow middle leaders to effectively manage their departments.
3. Strengthen education leadership by improving leaders' use of evidence, data, and evaluation to drive improvements in teaching and learning.

School self-evaluation and improvement planning

N/A

Performance Indicator	Quality judgement
School self-evaluation and improvement planning	Acceptable ↓

Findings:

- The school has established basic procedures for self-evaluation through the completion of the SEF, led by the principal with contributions from middle leaders, teachers, and governors. Internal and external data, including diagnostic tests and international benchmark assessments, are referenced. However, the SEF remains largely descriptive rather than evaluative. Judgements are often inflated and focus on actions taken rather than the measurable impact on students' achievement. Strengths and areas for development are not clearly prioritized, and there is limited diagnostic use of data to evaluate performance by phase or key student groups.
- Monitoring of teaching and learning is carried out through termly lesson observations, regular learning walks, and monthly evaluations by middle leaders using a shared rubric. Monitoring focuses mainly on compliance with teaching practices rather than on direct impact on students' learning and achievement. Feedback to teachers is not consistently developmental, and post-observation professional dialogue is limited. While leaders demonstrate improving awareness of teaching quality during joint observations, subject leaders vary in their evaluative expertise.
- The School Development Plan (SDP) follows the required ADEK format and addresses inspection priorities across core subjects. Responsibilities and timelines are identified, and links to staff training and resources are evident. However, many targets are broad and lack precise, measurable success criteria. Planned actions are often activity-focused rather than outcome-driven, and the impact on students' achievement is not consistently tracked. While most targets align with previous inspection recommendations, the connection between improvement actions and measurable gains in learning remains limited.
- Leaders acknowledge the need to improve international assessment outcomes, reading, and inclusion. However, they were unable to clearly articulate measurable improvement since the previous inspection, and progress is not yet securely evidenced through sustained gains in students' academic outcomes. High staff turnover and the admission of a large number of new students have slowed the pace of improvement, and targeted intervention systems are not yet sufficiently developed to support these students in keeping pace with their peers.

Next Steps:

1. Strengthen the schools' self-evaluation by embedding precise, data-driven evaluation of student outcomes by phase and key groups.
2. Improve the monitoring systems so that lesson observations focus on students' learning, progress, and achievement, with professional dialogue following every review.
3. Restructure the school development plan to include clearly defined, measurable student-outcome targets with scheduled interim impact reviews and clear accountability at middle-leadership level.

Parents and the community

N/A

Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

- The school involves parents effectively in their children's learning and wider school life. Parents receive subject plans, homework guidance, and learning materials through WhatsApp groups, enabling them to support learning at home. They are actively invited to participate in cultural and national events such as National Day, the first day of school, and Culture Day, where they contribute meaningfully to celebrations. The school seeks parents' views through meetings, surveys, and direct communication, and there is evidence that some parental feedback, particularly related to English language development, has informed school actions. While parental engagement is generally positive, participation in school events remains variable across the parent body.
- The school maintains effective communication with parents through a clear range of channels, including WhatsApp, phone calls, meetings, and school visits. Parents report that they are well informed about their children's learning and welfare. Communication with parents of students of determination is regular and supportive, led by the social worker and teaching staff. Parents feel welcomed in the school and confirm that concerns are addressed promptly and professionally. While communication is strong operationally, parents' understanding of the wider strategic priorities of the school is not yet fully secure.
- The school provides regular termly academic reports using a consistent format across all phases. Reports clearly outline students' academic strengths and areas for improvement and allow parents to provide feedback. This supports effective home-school communication regarding learning progress. However, reporting on students' personal, social, and well-being development remains limited, and attendance information is not included in the reports. While reporting is reliable and informative in academic terms, it does not yet provide parents with a fully holistic picture of their child's development.
- The school maintains purposeful local and national partnerships that enhance students' learning and personal development. These include occasional charitable engagement with the Red Crescent, partnerships with universities such as Al Ain and Abu Dhabi University for career guidance, and collaboration with nearby schools through competitions, sports, and reading activities. These partnerships contribute positively to students' motivation, leadership skills, and social responsibility. However, international partnerships that could broaden students' global awareness and learning experiences are currently absent, limiting the breadth of external enrichment.

Next Steps:

1. Strengthen parental engagement by increasing participation in school events and ensuring parents clearly understand the school's strategic improvement priorities.
2. Improve the quality of reporting by incorporating students' personal, social development and attendance data into termly reports.
3. Expand partnerships by establishing structured international collaborations to enhance students' global learning experiences.

N/A

Performance Indicator	Quality judgement
Governance	Acceptable ↓

Findings:

- The governing board includes a range of stakeholders, including the owner, board members from different educational backgrounds, and parental representation. An Emirati member supports national identity and cultural understanding. The board meets regularly, visits the school, and participates in school events. Parents' views are gathered primarily through feedback from meetings and shared informally with the board. While board members discuss school issues and offer suggestions for improvement, including in response to previous inspection findings, stakeholder involvement in structured decision-making remains limited. Contributions from board members, such as training for teachers, are based on availability rather than a strategic plan, and their overall impact on school improvement is therefore variable.
- The board holds the principal informally accountable for students' attainment, safety, attendance, and general school performance. The principal shares the SEF and SDP with the board, and the board discusses progress with the senior leadership team during meetings. However, there is no formal accountability framework or performance appraisal system for school leaders. Monitoring of improvement relies heavily on information provided by the principal and senior leaders, and the board does not independently evaluate the quality of provision or the impact of improvement actions with sufficient rigor. While the board is supportive and engaged, accountability arrangements remain largely informal.
- The board demonstrates a commitment to students' safety, wellbeing, and access to education, and has supported students' participation in international assessments. The board shows general awareness of UAE national priorities, including international assessments, national identity, inclusion, and reading. However, its understanding of school performance data, including international assessment outcomes, subject level attainment, progress trends, and gaps between student groups, requires further development. The board's strategic influence on teaching quality, innovation, staffing, and resource allocation requires improvement. Several key leadership roles, including a vice principal, SENCO, KG head, and librarian, are not currently appointed, limiting the school's capacity to drive improvement. As a result, while governance provides moral and financial support, its impact on raising standards and sustaining improvement remains limited.

Next Steps:

1. Establish a formal accountability framework for senior leaders, including clear performance targets linked to student outcomes and regular review meetings with the board.
2. Strengthen the board's use of school performance data, including international assessment results, to enable more informed challenge and strategic decision-making.
3. Secure stable staffing through retention strategies to ensure continuity in teaching and sustained improvement in students' learning and achievement.

Management, staffing, facilities and resources

N/A

Performance Indicator	Quality judgement
Management, staffing, facilities and resources	Acceptable ↓

Findings:

- Most aspects of the day-to-day management of the school are well organized, positively impacting students' learning and personal development. Routines for teaching, supervision, and student movement across the school run smoothly, and the timetable is appropriately structured across cycles. Senior leaders ensure that core systems for attendance, behavior, and lesson delivery function adequately. However, the absence of key leadership roles, including a vice principal and KG head, places additional operational pressure on existing leaders and limits the overall efficiency and responsiveness of daily management.
- The school is adequately staffed in terms of subject teachers, all of whom hold appropriate qualifications and maintain valid ADEK approvals for their roles. Teachers are deployed suitably across subjects and phases, and the timetable supports coverage of the full curriculum. However, staffing gaps remain in specialist and support roles. There is no SEN coordinator, lab technician, librarian, or KG head, and only one support staff member is deployed across the school. As a result, subject teachers provide additional support for students with additional learning needs, which limits the consistency of intervention. Teacher turnover remains a concern, with approximately 28% of the teaching staff being new this academic year, which affects continuity. The professional development program is in place, but training for newly appointed staff has been limited, and the impact of professional learning is not yet systematically evaluated.
- The school premises are generally safe and clean, and classrooms are orderly and fit for teaching and learning. However, the quality of facilities is inconsistent in supporting both curricular and extra-curricular activities. The KG playground is not well suited to the developmental needs of younger students, and shared facilities restrict access at peak times. The absence of a lab technician affects the safe and effective use of science laboratories, while the absence of a librarian limits structured access to library resources. These constraints reduce the overall effectiveness of the learning environment in fully supporting students' achievement and wider development.
- Teaching and learning resources are available at a basic level across subjects, and technology is timetabled for students in all cycles. However, resources remain limited in range and depth, particularly in specialist learning environments such as laboratories and the library. The lack of dedicated support staff in these areas limits their regular and effective use. While teachers make practical use of available materials to deliver lessons, the current level of resourcing does not yet consistently enhance learning experiences or fully support curriculum enrichment across all subjects.

Next Steps:

1. Address the gaps in the key specialist and leadership roles staffing needs, including a vice principal, SEN coordinator, KG head, lab technician and librarian, to strengthen operational capacity and targeted student support.
2. Implement a structured induction and professional development program for new staff, with clear monitoring of its impact on classroom practice and student outcomes.
3. Prioritize the upgrade of learning environment and resources, particularly the KG playground, science laboratories and library, to better support safe, engaging and effective learning.

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