

# Irtiqa'a School Inspection

AY 2024/25

Aspen Heights British School

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**Rating: Good**

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# School Information

## General Information

 <b>Name</b>	Aspen Heights British School
 <b>Esis Number</b>	9289
 <b>Location</b>	17,Al Wuthouq St,Al Bahyah,Abu Dhabi 25011
 <b>Website</b>	<a href="https://www.ahbs.ae/">https://www.ahbs.ae/</a>
 <b>Telephone</b>	025642229
 <b>Principal</b>	EMMA JANE SHANAHAN
 <b>Inspection Dates</b>	03 to 06 Feb 2025
 <b>Curriculum</b>	British

## Information On Students

<b>Cycles</b>	Cycle 1 - Cycle 2 - Cycle 3 - KG
<b>Number of students on roll</b>	1237
<b>Number of Emirati students</b>	676
<b>Number of students of determination</b>	483
<b>Largest nationality group of students</b>	UAE - Britain - India

## Information On Teachers

<b>Number of teachers</b>	92
<b>Nationalities</b>	United Kingdom (UK) - Egypt - Ireland
<b>Number of teaching assistants</b>	52

## Changes since the previous inspection

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The school's overall performance has remained Good since the last inspection but improvements across phases and performance standards are also evidenced.

The attainment and progress of students in Islamic education, social studies, and Arabic as a first language (AFL) has remained as Good across almost all phases with the exception of social studies in Phase 3 which has improved to Very Good. Phase 2 students' attainment in Arabic as a second language (ASL) improved from Acceptable to Good reflecting the Good progress identified in the previous inspection. Progress in ASL remained Good in Phases 2 and 3.

Students' attainment and progress in English, mathematics and science all improved across different phases but were especially strong in lower phases. Achievement in English has improved from Good to Very Good in Phase 1 while in Phase 2 attainment improved from Acceptable to Good and progress improved to Very Good from Good. Attainment in Phase 3 improved to Good from Acceptable and progress remains at Good. Phase 4 was not inspected previously and is now judged as Good. In Phase 1 mathematics, attainment has improved from Acceptable to Very Good and progress has moved from Good to Very Good while in Phase 2 progress improved from Acceptable to Very Good with attainment remaining Good. In Phase 3, attainment improved from Acceptable to Good, and progress maintained its Good rating. Phase 4 was not inspected previously and is now judged as having Good progress and Acceptable attainment. Achievement in science is also positive with Phase 1 attainment improving from Acceptable to Very Good while progress improved from Good to Very Good. In Phase 2 attainment improved from Acceptable to Good and progressed from Good to Very Good. Attainment in Phase 3 improved to Good from Acceptable and progress remained the same. Phase 4 was not inspected previously and

is now judged as having Good attainment and progress. Generally, the improvement in attainment reflects the Good progress judgments in the previous inspection and a strong teaching performance, especially in lower phases.

Student learning skills improved in Phase 1 from Good to Very Good due to their increasing ability to take responsibility for their own learning and engage effectively in small group tasks displaying an increasingly mature approach to collaborative working. The learning skills remained as Good in Phases 2 and 3 and in Phase 4 they were evaluated as Good for the first time.

Performance standard 2 (PS2) related to students' personal and social development and their innovation skills was not evaluated in the previous inspection. Personal development was evaluated overall as Very Good in Phases 2 and 4 and Good in Phases 1 and 3. Phases 1 and 3 were less strong due to the immaturity and especially the behavior of a few of the boys in a minority of lessons in Phase 3. Islamic values, together with social responsibility and innovation skills were evaluated as Very Good across all phases as most students have an age-appropriate understanding of the heritage and culture of the UAE and a clear understanding of their own and other world cultures. Students engage with the community and participate in projects associated with environmental issues and consequently, they display Very Good social responsibility skills across all phases. However, innovation skills are generally less well-developed

Teaching has improved from Good to Very Good in Phase 1 due to the teachers' knowledge and understanding of the English National Curriculum and its pedagogy. The teachers take responsibility for teaching all the English-medium subjects to their home-room class therefore ensuring consistency in teaching approaches' and facilitating the development of cross-curricular links. Teaching in Phase 2,3 remained Good as it was in Phase 4. The quality and use of assessment outcomes have improved from Good to Very Good in Phases 1 and 2. All teachers have access to a wide range of assessment data including the outcomes from diagnostic assessments. While all teachers make use of this data to adapt their lessons the teachers in Phases 1 and 2 are more skilled at doing this and tailor the work more effectively to meet students' needs.

The curriculum was not evaluated in the previous inspection but in this visit the curriculum design and implementation were found to be Very Good. Curriculum adaptation is judged Very Good in Phases 1 and 2 and Good in other phases. The senior leaders have in-depth knowledge and understanding of the Early Years Foundation Stage, the English National Curriculum, and the IB curricula. However, curriculum modifications and innovative practices are still at a developmental stage in the upper phases as the school expands.

The health and safety of children and students, including their protection, remained Outstanding. The provision of care and support remained Very Good across all phases. The care and support of students is now judged to be Very Good. Processes for the identification of students with additional learning needs are very well developed but the identification of, and the provision for, the gifted and talented is less consistent.

The school has built on the Good evaluation of leadership and management identified in the previous report so that all aspects of leadership and management are now Very Good with the exception of the effectiveness of leadership which remains Good. The principal, who has been in the post since the school opened in 2017, has a clear vision for the development of the school and endeavors to share that vision. The principal, in collaboration with the effective governing body, has built leadership capacity within the senior and middle leadership teams through a comprehensive professional development program. The links with the parents were identified as Very Good in the previous inspection and they remained Very Good. The school continues to be managed very effectively on a day-to-day basis.

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

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The school has benchmarked students' attainment against international standards. In AY2023/24, the school entered students for the Trends in International Mathematics and Science Study (TIMSS) assessment. The school participated in both in the Progress in International Reading Literacy Study (PIRLS) 2021 and the Program for International Student Assessment (PISA) in 2022. The school now has targets for all three international benchmarks.

There is an awareness of international benchmarking, and the school promotes the importance of doing well and making a more global comparison. The school has a detailed action plan that has an objective to maintain or exceed its very positive 2022 PISA outcomes and outlines a range of appropriate strategies designed to embed higher order thinking skills and real world connections into the curriculum and to develop student learning skills. The school is aware of its challenge to reach higher targets in TIMSS and PISA proficiencies, though the challenge for this still needs further focus at middle manager and classroom level.

## Performance in standardized and international assessments

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

### Standardized Assessments

The school administers the Grenada Learning (GL) Progress Tests (GLPT) test series in years 2-11 in mathematics, science, and English and Arabic Benchmark Test (ABT).

In AY2023/24, students' attainment in GL PTE English is Good in Phase 2 and Weak in Phase 3.

In AY2023/24, students' attainment in GL PTM mathematics is Very good in Phases 2 and 3.

In AY2023/24, students' attainment in GL PTS science is Very good in Phases 2 and 3.

In AY2023/24, students' attainment in Arabic Benchmark Tests (Etqaan) is Good in Phases 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 588.5, above the PISA international average of 476 and the school's target of 505.52.
- In mathematical literacy, students achieved a score of 580, above the PISA international average of 472 and the school's target of 507.49.
- In science literacy, students achieved a score of 571.2, above the PISA international average of 485 and the school's target of 511.41.

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

- In Year 5 mathematics, students achieved a score of 565.25, exceeding both the international average of 503 and the school's target of 555.99.
- In Year 9 mathematics, students achieved a score of 462.29, below the international average of 478 and the school's target of 519.21.
- In Year 5 science, students achieved a score of 563.49, exceeding both the international average of 494 and the school's target of 547.12.
- In Year 9 science, students achieved a score of 462.59, below both the international average of 478 and the school's target of 521.34.

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

- In Year 5, students achieved a score of 509.24.

## Reading

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The school has one library, which the whole school uses. Phase 1 classrooms include dedicated phonics learning stations and reading corners with a wide range of picture books, which are changed in rotation. FS2 students take home a Read Write Inc. phonics book as well as a library book each week. The library supports the English and Arabic curricula, offering a range of age-appropriate fiction and non-fiction books. The libraries house 8449 English books, 978 Arabic books, and a small selection of books in different languages. The library has many reference materials, including dictionaries, encyclopedias, atlases, and magazines.

Students from FS2 to Year 8 have access to the myON digital library and older students use the JSTOR online resource to access journal articles, books, images, and primary sources. In the lower school, the Read Write Inc. program can be accessed at home to support reading development and enhance curriculum delivery. Foundation Stage teachers and teaching assistants learn about the importance of reading during continuous professional development.

The Accelerated Reader program is used to promote reading comprehension skills and has had a positive approach to engaging all readers in participating in a whole school competition to read the highest number of words.

The students in FS2 to Year 2 visit the library once per week and older students may visit when they wish to change their books. The school promotes correct library etiquette and during library sessions, students learn library skills, including learning how to locate different genres and evaluate reading materials. The school organizes weekly book fairs and hosts regular visits from authors during their World Book Day and Mother Language Day.

The library is well-equipped with seating, and tables, and has a warm and inviting atmosphere. It is staffed by a full-time librarian and her assistant. The school also has two reading provision leaders who plan events and oversee the digital reading system.

The school encourages the students' love for reading through participation in events such as whole-school reading challenges and themed events such as bedtime storytelling sessions for parents and students. The school joins the ADEK reading challenge and the Chevron Cup annually and hosts a book club as an after-school activity to encourage students to read for pleasure.

The student's reading progress is tracked and assessed in Arabic and a reading task is set as homework each week and there is an expectation for parents to acknowledge that it has been completed. Arabic students compete in the Arabic Challenge reading competition and participate in Arabic storytelling activities and Emirati authors have visited the school. Arabic students can access digital reading materials such as Abjadiyat and Aleef.

The English department reviews the literacy development plan termly and reading provision is an item on the School Development plan. The school engages with parents in supporting their children with their love of reading by hosting workshops and sharing photographs of reading-based activities in the school newsletter, particularly in Phase 1.

## Strengths of the school

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- The improvement in students' achievement in most subjects in Phases 1 and 2, particularly in English, mathematics and science and the improvement in social studies in Phase 3, all indicate a positive direction for the school.
- The overall quality of the teaching throughout the school, particularly in lower grades, is consistently

effective.

- The curriculum is well-designed and effectively implemented, ensuring successful progression across phases.
- The overall arrangements for the care, welfare, and guidance of students throughout the school, ensures that the students learn in a supportive environment where they feel safe and secure.
- The quality of the leadership at all levels throughout the school, has had a very positive impact on raising standards.

## Key Recommendations

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### **1. Raise achievement across all subjects to align Phase 3 and 4 attainment with Phases 1 and 2 by:**

- reviewing how the students' independent learning and collaboration skills are developed systematically and include them more consistently within the teachers' lesson planning.
- ensuring the detailed lesson plans are implemented across all classes consistently.
- identifying more effectively where good practice has the greatest impact on student outcomes by strengthening middle leaders' evaluations of lessons to have a clearer focus on learning outcomes.
- using these more effective teachers to provide peer support for teachers whose practice is less effective.
- providing professional development for all teachers on effective strategies which consolidate students' learning.
- increasing the opportunities for students to develop their critical thinking, problem-solving, innovation and independent learning skills in lessons.

### **2. Embed further the strategies for effective teaching and learning, particularly in phases 3 and 4, to further accelerate students' progress in lessons by:**

- meeting the individual needs of all learners more consistently within lessons, particularly the more able and the G&T.
- Ensuring consistent opportunities are provided for students to think and reflect on their responses to teachers' questions so that they give more considered responses, particularly in the secondary phase.
- implementing strategies to promote the students' innovation skills in lessons across the school which contribute to cross curricular learning.

### **3. Improve the students' attendance, particularly in phases 1 and 4, and improve further the behavior of a few students in phase 3 by:**

- continuing to work with parents to raise awareness of the importance of attendance and punctuality in achievement.
- reinforcing to the older students the importance of attendance and timeliness to future employers.
- ensuring every member of staff takes responsibility for the students' behavior at all times and consistently reinforces the school's behavior policies.

### **4. Strengthen the school's procedures for monitoring, evaluation and planning by:**

- revising the current observation checklist to include the students' learning skills.
- Providing additional training for all leaders in evaluating learning in lessons with a specific focus on evaluating student attainment and progress in the lesson and implementing this consistently.
- consulting more widely with all stakeholders on their views of where the school needs improvement.

### **5. Improve results in the International Assessments TIMSS, PISA, and PIRLS by:**

- reviewing the existing approaches to preparing for this assessment, especially Grade 8 preparations for TIMSS.
- analyzing the results of previous international assessments with a focus on the successful approaches utilized such as Grade 4 TIMSS preparation.
- focusing especially on the upcoming PISA assessments through appropriate use of online platforms and strong student engagement.

# Overall School Performance: **Good**

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

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

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

**PS3: Teaching and Assessment**

	<b>KG</b>	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
Teaching for effective learning	Very Good ↑	Good	Good	Good
Assessment	Very Good ↑	Very Good ↑	Very Good ↑	Good

**PS4: Curriculum**

	<b>KG</b>	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
Curriculum adaptation	Very Good	Very Good	Good	Good

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

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

**PS6: Leadership and Management**

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

# Inspection findings

## PS1: Students' achievements

### Islamic Education

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



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

### Findings:

- The school's analysis of internal assessment data at the end of the AY 2023/24 against the Ministry of Education (MoE) curriculum standards indicates that the large majority of students in Phases 2 and 3 and most students in Phase 4 attain levels that are above the curriculum standards. This high level of attainment does not consistently align with the knowledge and skills demonstrated by students in the lessons observed.
- The results of the external assessment Etqaan at the end of the AY 2023/24, indicate that the large majority of students in phases 2 and 3 attain levels that are above the expectations. However, for the current AY 2024/25, the school has transitioned to the ABT external assessment but no assessment results available as of yet.
- In lessons and their recent work, the majority of students across phases 2, 3, and 4 attain levels of knowledge, skills and understanding that are above the curriculum standards. Students in Phases 3 and 4 understand Tajweed rules but need further practice in application, while Phase 2 students are still developing their knowledge and use of these rules. While students engage with Quranic, Hadith, and Seerah sources, enhancing their ability to apply them effectively would strengthen their responses. Connections to contemporary issues are stronger in Phase 4 and still developing in other phases. While students are beginning to relate Islamic teachings to real-world contexts, further depth and refinement would enhance their understanding and application.
- Over the past three years, the school's internal assessment data shows progress from Good attainment in AY2021/22 to consistently Very Good in Phases 2 and 3 over the last two AY2022/23 and AY2023/24. Similarly, in the Etqaan external assessment, attainment improved in Phase 2 from Good in AY2021/22 and AY2022/23 to Very Good in AY2023/24. In Phase 3, attainment progressed from Acceptable in AY2021/22 to consistently very good over the past two years, AY2022/23 and AY2023/24. Three-year data is not

presented for Phase 4, but currently, attainment is assessed as Outstanding.

- The school's analysis of internal assessment data indicates that the large majority of students in phases 2, 3 and 4 make better than expected progress in relation to individual starting points and the curriculum standards.
- In lessons and their recent work, across phases 2, 3, and 4, the majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school's analysis of progress data for the different groups of students indicates that boys and girls make Very Good progress in Phase 2 and Good progress in Phase 3. However, in Phase 4, boys make Outstanding progress and girls only make Acceptable progress, which is an unusual pattern and may need investigation. Emirati students consistently achieve Very Good progress in both Phases 2 and 3 but only Acceptable progress in Phase 4. Low attainers make Good progress in both Phases 2 and 3 but are only Acceptable in Phase 4. High attainers progress at a Very Good rate in Phase 2 but decline to good in Phase 3. Students with additional learning needs make Good progress in Phase 2 and Outstanding progress in Phase 3. Meanwhile, gifted and talented students maintain consistent Outstanding progress across both phases. Some progress is missing for students in Phase 4.

### **Next Steps:**

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1. Enhance students' knowledge of the Tajweed rules in phase 2, and its application across all phases.
2. Develop students' use of evidence from the Quran, Hadeeth, and Seerah to support their answers.
3. Deepen students' understanding of and connection to contemporary issues across all phases.

# Arabic as a first language

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



Speaking



Listening



Reading



Writing

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

## Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that a large majority of students in Phases 1 and 2, and the majority of students in Phases 3 and 4 attain levels that are above curriculum standards.
- The Results of the standardized assessment for Arabic as a first language at the end of the AY2023/24 indicate that a majority of students in Phases 2, 3, and 4 attained at levels that are above national and international standards.
- In lessons and their recent work, the majority of students across all phases attain levels that are above curriculum standards in reading, listening comprehension, speaking, and writing.
- Over the past three years, the school's internal assessment data indicates consistently Very Good attainment in Phases 1 and 2 and Good attainment in Phase 3 with data missing for Phase 4, which is currently judged Good. Also, over the past 3 years, the trend in standardized assessments indicates Good attainment in all phases but only one year data is available for Phase 4.
- The school's analysis of internal assessment data indicates that a large majority of students in phases 1, 2, and 3, and a majority of students in Phase 4, make better than expected progress in relation to individual starting points and the curriculum standards.
- In lessons and in their recent work, the majority of students in all phases make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.

- The school's analysis of progress data for the different groups of students indicates that in Phase 1, boys, girls and Emirati students make Very Good progress in Phases 1, 2, and 3 with the exception of Emirati students in Phase 1 who make Good progress. In Phase 4, all groups listed make Acceptable progress, outside of Phase 4 girls make Outstanding progress. Gifted and Talented students make Outstanding progress in Phases 1 and 3 and Very Good progress in Phase 3. Low attainers make Very Good progress in Phase 1 and Good progress in Phases 2 and 3. High attainers vary with Outstanding progress in Phase 1, Very Good in Phase 2, and Good in Phase 3. Students with additional learning needs make Good progress in Phase 1 and Very Good progress in Phase 2. It is a mixed pattern picture, but overall progress in Phase 4 is well behind other Phases.

### **Next Steps:**

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1. Improve students' ability to elaborate on ideas and expand vocabulary usage in Phase 2.
2. Develop students' ability in extended writing with accurate grammar and punctuation in Phases 3 and 4.
3. Enhance students' speaking skills using Standard Arabic across all phases.

# Arabic as a second language

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

## Findings:

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- The school's analysis of internal assessment data for the AY 2023/24 against the Ministry of Education (MoE) curriculum standards indicates that the majority of students in Phases 2 and 3 attain levels that are above expectations. Arabic as a second language was only inspected in Phases 2 and 3.
- The Results of the external assessment Etqaan for Arabic as a second language at the end of the AY2023/24 indicate good attainment in Phases 2 and 3.
- In lessons and their recent work, the majority of students across all relevant phases attain levels of knowledge, skills, and understanding that are above curriculum standards in reading, listening comprehension, speaking, and writing.
- Over the past three years, the school's internal assessment data indicates Good attainment in Phases 2 and 3. During the same three-year period, the trend in external assessment is also positive with with improvements from Acceptable to Good in Phase 2 and from Weak to Good in Phase 3.
- The school's analysis of internal assessment data indicates that a large majority of students in Phases 2 and 3 make better than expected progress over time and from their starting point at the beginning of the academic year.
- In lessons and their recent work, the majority of students in Phases 2 and 3 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school's analysis of internal progress data for different groups of students indicates that in Phases 2 and 3, boys and girls make Very Good progress. Low and high attainers make Good progress, while students with additional learning needs make only Acceptable progress. However, gifted and talented students in Phase 2 make Very Good progress and Outstanding progress in Phase 3. Some data is missing for girls in Phase 1 and Emirati students in Phase 2.

## Next Steps:

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1. Develop students' speaking skills, with a focus on engaging more confidently in conversations across all phases.
2. Strengthen writing skills, especially in applying correct grammar rules in Phase 3.
3. Improve students' reading skills, particularly in reading more complex paragraphs across all phases.

# UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

## Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that the large majority of students in Phases 2 and 3 attain levels that are above the curriculum standards.
- Attainment in the external assessment Etqaan reflects similar trends, with results from the AY2023/24 indicating that a large majority of students in Phases 2 and 3 attain levels above expectations. However, for the current AY2024/25, the school has transitioned to the ABT external assessment with not results yet available.
- In lessons and their recent work, the majority of students in Phase 2, and the large majority in Phase 3 attain levels of knowledge, skills, and understanding of UAE history, geography, and Civics that are above the curriculum standards.
- Over the past three years, the school's internal assessment data indicates progress from good attainment in AY2021/22 to consistently Very Good in Phase 2. However, in Phase 3, attainment remained Good in AY2022/23 before improving to Very Good in AY2023/24. Similarly, external assessment results over the same period reflect an upward trend. In both Phases 2 and 3, attainment was Weak in AY 2021/22 and improved to Very Good in AY 2023/24.
- The school's analysis of internal assessment data indicates that the large majority of students in Phases 2 and 3, make better than expected progress in relation to individual starting points and the curriculum standards.
- In lessons and in their recent work, the majority of students in Phase 2 and the large majority in Phase 3 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.

- The school's analysis of progress data for the different groups of students indicates that boys, girls, and Emirati students make Very Good progress in Phases 2 and 3. Low attainers make Good progress in Phase 2 but only Acceptable progress in Phase 3. In comparison, high attainers outperform them, making Very Good progress in Phase 2 and Good progress in Phase 3. Students with additional learning needs and gifted and talented students make similar progress of Good in Phase 2 and Outstanding in Phase 3.

### **Next Steps:**

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1. Enhance students' skills in interpreting information and solving problems.
2. Enhance students' critical thinking skills across all phases.
3. Develop students' leadership and collaboration skills in community-based projects that foster responsibility, empathy, and civic engagement.

# English

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



Speaking



Listening



Reading



Writing

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

## Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the National Curriculum of England standards for English, indicates that a large majority of students in Phases 1 and 2 attain levels above curriculum standards. Most students in Phase 3 attain in line with curriculum standards while less than three-quarters of students in Phase 4, following the IB curriculum, attain levels in line with curriculum standards. This very uneven picture was not fully aligned with students' performance in lessons.
- The school's external assessment data there is no external, national, or international assessments for Phase 1. Most students in Year 11 who sat the IGCSE examinations at the end of the AY2023/24 attained levels in line with curriculum standards. Standardized GL assessment tests in English (GL PTE) were conducted in Phases 2 and 3 and the results of AY 2023/24 indicate that the majority of students attain levels above international standards in Phase 2, while less than three-quarters of students attain levels in line with the international standards in Phase 3. The school conducted the Cognitive Ability Test (CAT4) assessment and the results of the CAT4 Verbal assessment indicate that less than three-quarters of students in Phases 2 and 3 attain levels that are in line with the international standards.
- 15-year-old students participated in the Program for International Student Assessment (PISA)2022, giving results of 588 indicating that students achieved Proficiency Level 4 which was above the school's target and international averages. The school participated in the 2021 Progress in International Reading Literacy (PIRLS), Year 5 students' results indicated a score of 549.
- In lessons and recent work, a large majority of students in Phase 1 and a majority in Phases 2, 3, and 4 attain above curriculum standards.
- Over the past three years, the school's internal assessment data indicates that attainment has improved in Phases 1 from Weak in AY 2021/22 to consistently Very good in AY 2022/23 and 2023/24. In Phase 2, attainment improved from Good in AY 2021/22 to consistently Very Good in AY 2022/23 and 2023/24. In Phase 3, attainment has fluctuated from Acceptable in AY 2021/22, to Very Good in AY 2022/23 then back to Acceptable in AY 2023/24. Phase 4 data for internal assessment is incomplete but currently judged as Weak in AY 2023/24.
- Trends in external examinations indicate that attainment has declined from Very Good in AY 2022/23 to

Acceptable in AY 2023/24 in Phase 3 for IGCSE English.

- Over the past three years, there has been an improvement in the GL trends in Phase 2 which improved from Weak in AY2021/22 and AY 2022/23 to Good in AY2023/24. However, Phase 3 has remained Weak over the past three years.
- The school's analysis of internal assessment data in English indicates that a large majority of students in Phases 1 and 2 and most students in Phases 3 and 4 make better than expected progress in relation to individual starting points and the curriculum standards. The school's analysis of the GL PTE in English indicates that most students in Phases 2 and 3 make the expected progress.
- In lessons and their recent work, the large majority of students in Phases 1 and 2 and the majority of students in Phases 3 and 4 make better-than-expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school's analysis of progress data for the different groups of students indicates that boys and girls and Emirati students make Very Good progress in Phases 1 and 2 and Outstanding progress in Phases 3 and 4 with the exception of boys in Phase 4 who only make Good progress. Low attainers make Outstanding progress in Phases 1 and 3, Very Good in Phase 3, but only Acceptable in Phase 4. In contrast, all gifted and talented students make Outstanding progress in all phases. Students with additional needs, where identified, make Acceptable progress in Phase 1 and Phase 3, Very Good progress in Phase 2, and Outstanding progress in Phase 4. It is a mixed pattern but the progress of a few groups has declined in Phase 4.

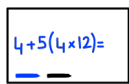
### **Next Steps:**

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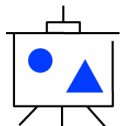
1. Ensure that students have the necessary knowledge, skills and understanding to improve attainment in external examinations and standardised tests, in higher phases.
2. Enhance accurate writing skills and encourage greater creativity as well as integration of information in all phases.
3. Strengthen students higher order reading skills, including inference are given greater focus, especially in upper phases.

# Mathematics

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



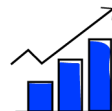
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Very Good ↑	Good ↑	Good ↑	Acceptable
	Progress	Very Good ↑	Very Good ↑	Good	Good

## Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the National Curriculum of England standards for mathematics indicates that most students in Phase 1 and a large majority in Phases 2 and 3 achieve levels above curriculum standards. However, in Phase 4, less than three-quarters of students attain levels that are at least in line with the IB curriculum standards.
- The school's analysis of the external assessment data indicates that in GL-PTM for mathematics, a large majority of students in Phases 2 and 3 attain levels that are above national and international standards. In the most recent Phase 3 IGCSE, results indicate that less than three-quarters of students attain levels that are in line with the international standards. The school conducted the Cognitive Ability Test (CAT4) assessment and the results of the CAT4 Quantitative assessment indicate that less than three-quarters of students in Phases 2 and 3 attain levels that are in line with the international standards.
- 15-year-old students participated in the Program for International Student Assessment (PISA)2022 and scored 580 which is well above the set target and the international averages. Student attainment on TIMSS 2023 indicates that Year 5 exceeded its target with a score of 565, but Year 9 fell well short of the target with a score of 462, which is also below international averages.
- In lessons and in their recent work, a large majority of students in Phase 1 and a majority of students in Phases 2 and 3 demonstrate levels of knowledge, skills, and understanding that are above curriculum standards.
- Over the past three years, the school's analysis of internal assessment data indicates an improving picture, especially in Phase 1 where attainment was Weak in 2021/22, then improved to Very Good in AY 2022/23 and to Outstanding in AY 2023/34. In Phases 2 and 3, there has also been improvement; Phase 2 improved from Good in AY 2021/2022 to steady Very good in AY 2022/23 and AY 2023/24. Only Weak result for AY 2023/24 is available for Phase 4. Trends for external assessment IGCSE results are only reported for the AY2022/23 and AY2023/24 and both years indicate Weak results. Over the last 3 years trends in GL PTM have been positive with consistently Very Good results in Phase 2 and Phase 3 improving from Weak in AY201/22 and AY 2022/23 to Very Good in Ay2023/24.

- The school's analysis of internal progress data indicates that a majority of students in Phase 1 and a large majority of students in Phases 2 and 3 make better than expected progress in mathematics in relation to individual starting points and the curriculum standards. In Phase 4, most students make only the expected progress in relation to individual starting points and the curriculum standards. GL- PT Progress indicates less than three-quarters of students make the expected progress in Phase 2, but the majority of students in Phase 3 make better than the expected progress.
- In lessons and recent work, a large majority of students in Phases 1 and 2, and a majority in Phases 3 and 4, make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school's analysis of progress data for the different groups of students indicates that in Phase 1, boys, girls, Emirati students, and low attainers make Good progress in Phase 1, while high attainers and students of determination make Acceptable progress. Gifted and talented students make Outstanding progress in Phases 1 and 2, while making Very good progress in Phase 3 and Acceptable progress in Phase 4. In Phase 2, all groups make Very good progress, except for high attainers who make Good progress and gifted and talented students who make Outstanding progress. In Phase 3, all groups make Very good progress, except for girls who make Good progress, low attainers who make Weak progress, and students of determination, including students with additional learning needs who make Acceptable progress. In Phase 4, boys and low attainers make Good progress, Emirati students and gifted and talented students make Acceptable progress, girls make Outstanding progress, and high attainers make Very good progress.

## Next Steps:

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1. Develop students' ability to think critically and apply reasoning as they work on mathematical problems and challenges in all Phases.
2. Improve students' ability to carry out mental arithmetic in Phase 3.
3. Improve attainment on external assessments in phases 2, 3 and 4, enhancing critical problem-solving and analytical skills in preparation for IGCSE, PISA, and TIMSS, especially.

# Science

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



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

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

## Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the National Curriculum of England standards for science indicates that most students in Phase 2 and a large majority in Phases 1 and 3 achieve levels that are above curriculum standards. In Phase 4, most students attain levels that are at least in line with the IB curriculum standards, however, in Physics, less than three-quarters attain levels in line with curriculum standards. In chemistry, most students attain levels above curriculum standards, however, in biology, most students attain levels in line with curriculum standards.
- The school's external assessment analysis shows that in AY 2023/24, IGCSE Phase 3 results of biology, physics, and chemistry, most students attain levels that are at least in line with curriculum standards. Students in Year 3 to 10 participated in the GL-PT for science. Results show that most students in Phase 2 and a large majority of students in Phase 3 attain levels that are above national and international standards.
- 15-year-old students participated in the Program for International Student Assessment (PISA)2021, and the school scored 571, exceeding the set target and the international averages. Student attainment on TIMSS 2023 indicates that Year 5 exceeded its target with a score of 563, but Year 9 fell well short of the target with a score of 462.59, which is also below international averages.
- In lessons and their recent work, a large majority of students in Phase 1 and a majority in Phases 2,3, and 4 demonstrate levels of knowledge and understanding of science above curriculum standards.
- Over the past three years, the school's analysis of internal assessment data indicates a decline in Phase 1. In AY2021/22 and AY2022/23, the attainment in Phase 1 has been consistently Outstanding, but this has declined to Very Good in AY2023/24. In Phase 2, attainment has improved from Good in AY 2021/22 to Outstanding in AY 2022/23 and AY 2023/24. In Phase 3, attainment has improved from Good in AY2021/22 to Very Good in AY2022/23 and AY 2023/24. Trends in GL PTS, over the past 3 years, show Phase 2 improving from steady Very Good in AY 2021/22 and AY 2022/23 to Outstanding in AY 2023/24.

- In Phase 3, trends in GL PTS show significant improvement from steady Weak in AY 2021/22 and 2022/23 to Very Good in AY 2023/24. In IGCSE external exams in the last two years, physics, chemistry, and biology have improved from Weak in AY 2022/23 to Acceptable in AY 2023/24.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phase 1, a large majority in Phase 2, and a majority in Phase 3 make better than expected progress in relation to individual starting points and the curriculum standards. In Phase 4, less than three-quarters of students in physics make the expected progress in relation to individual starting points and the curriculum standards. In chemistry and biology, most students make expected progress in relation to their starting points and curriculum standards.
- In lessons and in their recent work, a large majority of students in Phases 1 and 2 and a majority of students in Phases 3 and 4 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school's analysis of progress data for the different groups of students indicates that most groups make at least good progress with the exception of Phase 4. In Phase 1 all groups make Outstanding progress, but students of determination, including students with additional needs make only Acceptable progress. In Phase 2, all groups make Very Good progress, except for low attainers, students of determination, including students with additional learning needs, and gifted and talented students who make Outstanding progress.
- In Phase 3, is mixed with boys, high attainers, and students with additional needs only making Acceptable progress. In this Phase 3, girls and the gifted and talented make Very Good progress with Emirati students making Good progress. In Phase 3, all groups make Weak progress in Physics, except low attainers who make Very Weak progress, high attainers who make Good progress, and gifted and talented students who make Outstanding progress. In chemistry, all groups in Phase 3 make Acceptable progress, except for Emirati students and high attainers who make Good progress, and low attainers who make Outstanding progress.
- In Phase 4, all groups make Acceptable progress, except for low attainers who make Weak progress and gifted and talented students who make Very Good progress.

## **Next Steps:**

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1. Develop students' ability to design their own experiments and investigations, applying scientific methodology in all phases.
2. Improve students' understanding of scientific vocabulary in Phases 1 and 2.
3. Enhance students' ability to produce detailed laboratory reports using scientific methodology in Phases 3 and 4.

# Learning Skills

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

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

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

## Findings:

- Students are keen to learn, particularly in Phase 1. They are engaged and motivated to learn across all phases and subjects. The younger students increasingly take responsibility for their learning and demonstrate positive attitudes towards their work. In most subjects, the students receive high quality feedback on their work, so they know what their strengths are, but this is less precise in Arabic and Islamic education. Across the school the students work independently and in groups and use digital devices to access extension lessons and to complete self-assessment tasks. In the most effective practice, this allows students to reflect on their work and think about the actions they should take to progress to the next steps. However, this is inconsistent across subjects and phases and less established in higher phases. Older students especially do not take sufficient responsibility for identifying success criteria and setting personal targets.
- Overall, students collaborate and interact well when completing work and communicate their learning clearly. In English, mathematics and science, students collaborate more purposefully in group work to solve problems and debate issues, communicating their thoughts very clearly. As the students progress through Phases 1 and lower Phase 2 they have a good range of opportunities to develop their language and communication skills. However, these skills are not developed as consistently as students move up the school.
- Students make clear connections between areas of learning and real life, deepening their understanding of the world, however, these links are mostly teacher-led and not made by the students themselves. The students in Phases 1 and 2 benefit from having the same home-room teacher who is able to develop subjects often through a thematic approach which emphasises the links across the English-medium subjects.
- Students are enterprising and show high levels of critical thinking across subjects and especially in lower phases. Whilst in the early years of phases 1 and 2 these skills are developed through effective teachers' questioning the older students in phase 4 display a mature approach in researching and critically analysing subject content from a range of sources. This has recently been facilitated further through the school developing links with a local university which gives the students access to the university library. Even though students show high levels of critical thinking across subjects and phases, opportunities for students to think independently, develop research skills, problem solve in more innovative ways and think critically are inconsistent across phases and are developing features of learning, especially in upper phases.

## **Next Steps:**

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1. Enhance innovative learning strategies more consistently across all subjects, particularly for high achievers in the upper phases.
2. Promote student responsibility in identifying success criteria and setting personal targets across all subjects.
3. Strengthen meaningful connections between areas of learning more consistently across all subjects and phases.

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

## Personal Development

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

### Findings:

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- Students have positive and responsible attitudes. Most are self-reliant, and they are beginning to seek and respond to critical feedback. Students feel that they have a voice within the school and have led several initiatives within the wider school community.
- Most students usually demonstrate self-discipline and respond well to others, they work together to resolve differences, and this is more evident in Phases 2 and 4. The school holds regular anti-bullying campaigns and students' positive behaviour is supported by the implementation of a rigorous relationship policy and the careful logging and clear next steps of any behavioural issues. However, at least a minority of Phase 3 students are not fully engaged and are easily distracted.
- Students are sensitive to the needs and differences of others and consistently help each other. Student Council members lead assemblies linked to service initiatives, and new students are matched with a buddy as they join the school. Student "Mental Health" ambassadors lead talks on mental health issues and promote open discussion. The school operates in an atmosphere of mutual respect, and as a result, relationships amongst students and staff are respectful and considerate.
- Students demonstrate a sound understanding of safe and healthy living, and they usually make wise choices about their health and safety. Students initiate or participate in activities that promote safe and healthy lifestyles within the extensive before and after school programme, including swimming, basketball and football. The canteen offers healthy options and students learn about nutrition as part of the curriculum. Phase 4 students have developed a stronger understanding of this area and show positive leadership, but opportunities to lead and show initiative are not as evident in other phases.
- The overall attendance rate is good at 94.2%. but much lower in Phase 1 at 91%. Students are usually punctual and arrive at school and to lessons on time. The school has implemented several strategies to raise attendance, including awards and working with parents to raise awareness of the impact of low attendance on academic performance.

### Next Steps:

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1. Ensure that all students are aware of their attendance and its impact on their academic performance.
2. Ensure that behaviour in Phase 3 is in line with the rest of the school so that all students are self-disciplined and remain fully engaged in lessons.
3. Ensure that all students have leadership opportunities within the school community.

# Understanding of Islamic values and awareness of Emirati and world cultures

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

## Findings:

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- Students have a clear appreciation and understanding of Islamic values. They engage in cultural and religious activities that reinforce principles such as respect, generosity, and tolerance. Leadership opportunities in events such as National Day, Iftar, and school assemblies allow them to apply these values in real-life contexts, further strengthening their sense of identity. Islamic values are integrated into various school initiatives, including kindness campaigns during Ramadan and creative projects. However, there is scope to further embed these values into school assemblies and the visual representation of values across the campus. Additionally, enhancing students' understanding of how Islamic principles influence UAE society would further enrich their appreciation of cultural and ethical foundations.
- Students are very knowledgeable and respectful of UAE heritage and culture, actively participating in a range of cultural experiences that reinforce their sense of identity and belonging. School-wide heritage projects, visits to historical landmarks such as the Sheikh Zayed Grand Mosque and Qasr Al Hosn, and events such as National Day, Commemoration Day and Hag Al Laila contribute to their understanding of Emirati traditions. A dedicated team of UAE Ambassadors from different phases of the school lead initiatives to promote national heritage through cultural events, workshops, and awareness campaigns. While these efforts are well-established, the visibility of UAE culture and heritage across school boards and communal spaces could be further strengthened. Expanding cultural displays, interactive heritage corners, and informative showcases would ensure students have continuous engagement with key aspects of Emirati identity, reinforcing their appreciation of national traditions in everyday school life.
- Students demonstrate a deep awareness and appreciation of their own and global cultures. With a diverse student body representing 70 nationalities, the school provides structured opportunities to explore cultural diversity through initiatives such as International Day, Mother Language Day, and multilingual projects. Additionally, school assemblies incorporate international activities, quizzes, and greetings, allowing students to engage with different cultural traditions in an interactive way. Interdisciplinary projects and cross-curricular links support students in developing a broader understanding of cultural diversity. However, increasing opportunities for student-led initiatives would enable them to take a more active role in promoting cultural awareness within the school. Providing structured platforms for students to organize events, lead discussions, and share their perspectives would further enhance their engagement with global cultures.

## Next Steps:

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1. Enhance the integration and visibility of Islamic values in assemblies and across the campus.
2. Strengthen the presence of UAE heritage through expanded cultural displays and interactive showcases.
3. Provide more opportunities for student-led initiatives that promote cultural diversity.

# Social responsibility and innovation skills

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

## Findings:

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- Students across all phases participate willingly in activities and initiatives that positively impact the school and the wider community, demonstrating a strong commitment to social responsibility and community service. A group of students from Phases 2 and 3 serve as mental health first aiders, providing support to their peers and positively impacting a reasonable number of students. A large number of students engage in a variety of volunteering activities, including beach clean-ups, raising money for cancer research through the Red Crescent, and supporting various charity drives such as food distribution programs and donations for international humanitarian causes. Additionally, students volunteer to support younger peers, act as guides during school open days, and assist in leading parent engagement sessions. However, further enhancing leadership roles, expanding student-led initiatives, and encouraging reflection on volunteering experiences would strengthen their civic awareness and engagement.
- Students demonstrate a positive work ethic, taking an active role in school events, participating in a range of competitions, and enjoying the development of their own projects. For example, Year 9 students designed and built a hydraulic robotic arm in Design Technology. In Year 4, students sought to expand the Extra-Curricular Activities (ECA) offerings by designing their own sports activities. However, student engagement in innovation and entrepreneurial activities during lessons is inconsistent, particularly in Phases 3 and 4.
- Students care for their school and demonstrate a strong awareness of environmental issues and sustainability, actively engaging in initiatives that enhance their understanding during assemblies and through the curriculum. Across all phases, students participate in a variety of activities, including environmental sustainability campaigns. They contribute meaningfully to programs such as the Yalla Return recycling project by collecting recyclable materials, designing energy-saving initiatives, and participating in a competition with other schools to reduce energy consumption. However, providing more opportunities for students to take part in initiatives that support conservation beyond school would strengthen their understanding of environmental sustainability.

## Next Steps:


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1. Expand students' involvement in volunteering and social contribution initiatives and activities across the school.
2. Ensure that all students are engaged in innovation and entrepreneurial activities regularly in lessons especially in phases 3 and 4.
3. Increase students' participation in environmental sustainability and conservation initiatives across the school.

## PS3: Teaching and Assessment

### Teaching for effective learning

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

#### Findings:

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- Most teachers across all phases have secure subject knowledge which is well applied and they understand how their students learn best. Teachers are perceptive, especially in lower phases, and create learning opportunities at the right age and developmental stage.
- Teachers plan engaging lessons that are aligned with the curriculum. Plans show learning objectives, success criteria, and activities and are linked to the curriculum. Classroom environments are attractive and support learning. Classroom displays show key aspects of students' learning and display their work, creating a positive teaching and learning environment. The timing and pace of lessons are appropriate to students' needs in Phases 1 and 2 but are less consistent in the higher phases. Teachers use a variety of resources very effectively, including IT, to enhance student engagement and access to learning, especially in Phases 1 and 2.
- Most teachers' interactions with students ensure that they are keen to learn. Especially in Phases 1 and 2. The most effective teaching which is mostly in lower phases, includes probing questioning and dialogue that encourage students to reflect and think for themselves and where teachers provide students more consistently with the opportunity to reflect on their own and their peer's learning. Teacher questioning is usually well-focused but does not always sufficiently challenge students' thinking, particularly for the most able in the higher phases.
- Teachers are aware that students have different learning needs. In the most effective lessons, they adapt their teaching strategies to meet all students' needs. This is particularly effective in Phases 1 and 2 in English medium subjects (EMS), where teachers use a 'beyond and mastery' approach. In the higher phases, a "teach to the top" approach is used. However, teachers are not yet skilled enough in this strategy, for it to be fully effective. In Phases 1 and 2, support for students is strong, with classroom assistants being used very effectively to support groups of learners and individuals.
- The most proficient teachers purposefully develop critical thinking, problem-solving, innovation, and independent learning skills in lessons. This is stronger in Phases 1 and 2 and the early stages of Phase 3, where teachers encourage collaboration, peer assessment and self-reflection. This practice is not regular across all subjects and grades. Not all teachers give students the scope to develop their own approaches to learning and to think and find out for themselves, especially in the upper phases.




## **Next Steps:**

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1. Improve the consistency of opportunities for students to develop higher order thinking skills in the higher phases.
2. Improve the effectiveness of teaching strategies to meet the learning needs of individuals and groups in the higher phases.
3. Increase the level of challenge in teacher questioning to better stimulate critical thinking, especially for the most able students in the higher phases.

# Assessment

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

## Findings:

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- Internal assessment processes are coherent and consistent, aligned with the school's curriculum standards in all phases. Regular internal assessments are carried out across all phases and subjects. Assessment processes provide a reliable and comprehensive measure of students' academic achievements across subjects and phases. Assessment policies set out the underlying principles which are in line with overall school principles. The very broad range of assessment tools is identified and their role is explained in detail, as well as the importance, role, and frequency of AFL and how this is done and recorded.
- The school effectively benchmarks students' academic outcomes against appropriate external, national, and international expectations. Students from years 2-10 sit standardized GL progress tests in English, science, and mathematics. Students from years 2-11 also sit standardized tests in Arabic, Islamic, and UAE Social Studies. In Year 11, students take IGCSE examinations in English, mathematics, biology, chemistry, y and physics. In Year 13, the school plans to enter students for the International Baccalaureate Diploma examinations. In years 3-11, students also take CAT 4 assessments. The school has also participated in the Trends in International Mathematics and Science Study (TIMSS) 2023 and has achieved a high international benchmark for mathematics and science in Grade 4 and a low international benchmark for both subjects in Grade 8. In 2022 the school participated in the Programme for International Student Assessment (PISA), achieving a proficiency level of 4 in Reading, Mathematics, and Science literacy, also meeting and exceeding its targets in all subjects. In 2021, the school also participated in the Progress in International Reading Literacy Study (PIRLS), achieving a score of 579.
- Subject leaders analyze assessment data well to evaluate students' progress and information is gathered from internal, external, and standardized test scores. Assessment progress data on individuals and groups is analyzed effectively at the middle manager level. The data separates groups of students including boys, girls, gifted and talented, and provides a measure of progress against starting points over time. Student learning data are regularly reviewed and updated to allow effective monitoring of students' progress.
- Teachers have detailed assessment and benchmark data available to them for all classes, which is effectively used in lessons in Phases 1 and 2, particularly, to enhance students' progress. In the higher phases, the higher-achieving, including gifted and talented students and the low-achieving students, are inconsistently challenged. In some lessons, teachers use questioning strategies to promote thoughtful and critical responses in students. However, the application of these strategies is inconsistent in all phases.
- Teachers have a good knowledge of the strengths and weaknesses of the students in their classes. In workbooks, teachers' written feedback is inconsistent. In Phases 1 and 2, there is a clear marking and feedback policy that, when followed, is effective in identifying the next steps for students. A similar policy is provided for the higher phases but is not always consistently implemented. In Phases 1 and 2 students regularly assess their own and their peers' learning. In the best lessons, students collaborate and add suggestions to their peers' work and understand the value of this feedback. Levels of challenge and support are sometimes personalized for individual students, particularly in the lower grades.

## Next Steps:

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1. Ensure that teacher feedback on students' work is both developmental and consistent in the higher phases.

2. Encourage more regular peer and self-assessment in the higher phases, similar to the practices in phases 1 and 2.
3. Ensure that assessment information is used more effectively to appropriately challenge students, especially in higher phases.

# PS4: Curriculum

## Curriculum design and implementation

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

### Findings:

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- The school implements the English National Curriculum for all year groups except Early Years Foundation Stage (EYFS) students, who follow the English EYFS curriculum, and Phase 4 students, who follow the International Baccalaureate Diploma Programme. This approach aligns with the school's vision and mission, provides a clear rationale, and supports the UAE's national goals.
- The school curriculum is broad and offers an appropriate range of subjects and languages for students in all phases. The taught curriculum has a wide breadth and balance of knowledge and skills although with more emphasis on knowledge in some subjects. To support this breadth and balance the curriculum design promotes creative, physical, and practical learning experiences in most subjects, especially in the EYFS. The school curriculum follows the ADEK Curriculum Policy AY 2024/25 Fall Term to AY 2025/26 Fall Term and the UAE Ministry of Education (MOE) national educational objectives for Arabic medium courses, ensuring that the school meets both national and international standards.
- The curriculum is effectively planned to ensure there is very good progression in almost all subjects for almost all students, despite some variations. The curriculum maps provide a clear overview of the contents planned for subjects in each phase but are not fully successful in providing a comprehensive picture of the whole school provision. Yearly, weekly, and daily planning ensures almost all lessons are very effectively structured. Lesson plans successfully identify different ability groups and effective differentiation is consistently implemented in lessons with learning activities personalized to take account of students' different abilities. Departmental planning ensures students are well prepared for the next phases of their education, for example, students in Phase 4 are provided with a range of experiences and clear pathways to prepare them for further education and future careers.
- The school curriculum provides a wide range of choices for its older students and meets the needs of younger students very well. This allows students to explore personal interests, and their feedback is used to shape its curriculum offerings, such as expanding creative subjects to allow students more opportunities to broaden their creativity. The school has also introduced the International Baccalaureate Diploma Programme in Phase 4, which although not yet fully embedded, provides a diverse range of subjects, catering to students' interests and career goals, so almost all students have their choices met.
- Curricular links are meaningful and carefully planned to develop students' knowledge and skills across a range of subjects and these are implemented meaningfully in lessons although they are less evident in the Arabic medium subjects. For example, students in Phase 2 use creative writing to support their work in humanities lessons. Opportunities for independent learning, research, and critical thinking are built into most lesson plans and are evident in many lessons.

- The curriculum undergoes regular, termly reviews and is discussed in weekly team meetings to ensure continuous improvement and that it takes account of student needs. Collaborative planning promotes high-quality learning experiences and improved outcomes leading to very good provision in almost all subjects. This means that the curriculum is very well planned, and ensures the needs of almost all students, including those with additional learning needs, are well met.

### **Next Steps:**

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1. Develop curriculum mapping to provide a comprehensive overview of the school's provision.
2. Improve cross-curricular links in the Arabic medium subjects.

# Curriculum adaptation

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

## Findings:

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- Curriculum modification is very successful in meeting the learning needs of all groups of students in almost all subjects, especially in Phases 1 and 2. The inclusion team includes specialists who work closely with subject teachers to create effective IEPs for students with additional learning needs. Lesson and curriculum plans include learning objectives and expectations for high attainers, low attainers and students with additional learning needs. In Phases 1 and 2, teachers adapt lessons very effectively, using data well to ensure each student's needs are met. Techniques, include staggered inputs and scaffolding with which to support and challenge students and ensure breadth and depth in their learning. In Phases 3 and 4, the curriculum is modified to provide reasonably effective challenge and engagement for most groups of students, including those with additional learning needs, but the "teaching from the top" strategy is not yet embedded enough to fully meet the needs of all students. The school includes effective modifications for supporting English as an additional language (EAL) learners but is not always successful in ensuring their full engagement.
- The curriculum is imaginative and motivates students to engage in enterprise, innovation, and creative thinking for school and community benefit, although this is less developed in Phases 3 and 4 and the Arabic-medium subjects. In Arabic-medium and English subjects, students learn about sustainability and the UAE's efforts in this priority area. Mathematics lessons develop reasoning and problem-solving skills, while science lessons enhance scientific thinking and investigation abilities, although students' opportunities to plan their own investigations, are limited in upper phases. In Phases 1 and 2, students engage in various creative activities that encourage innovation and teamwork, preparing them for future challenges. For example, in a Phase 1 project, students designed eco-cars, and Phase 2 students participated in events such as 'Dragon's Den', developing creativity and problem-solving skills. Students in phases 3 and 4 engage in activities promoting creativity and leadership, such as Science Fairs, volunteering with Red Crescent and Student Council campaigns. A diverse program of extra-curricular activities (ECAs) is available, and the school provision is supplemented by International Learning Opportunities for Students (ILOS). Local competitions provide opportunities for students across the school to further explore and develop sporting, creative, technical and social skills and to engage with students from other schools. This ensures all students have wide-ranging opportunities to develop academically and personally as well as for serving the school community and beyond.
- Coherent learning experiences are embedded through almost all aspects of the curriculum. In Arabic medium subjects, the curriculum promotes students' national identity and belonging. In English medium subjects, teachers adapt lessons to enhance understanding of UAE culture, contemporary inventions, and global contributions. There are themed days and planned cross-curricular links such as learning about pearl diving in Phase 2 which very effectively enhance understanding of Emirati culture and traditions.

## **Next Steps:**

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1. Ensure the school is more consistent in modifying the curriculum to meet the needs of all groups of students, especially in phases 3 and 4.
2. Further embed modifications and strategies to ensure the full engagement of all EAL learners in all phases.
3. Increase opportunities for enterprise, innovation and creativity so they are further embedded in all curriculum areas, especially in higher phases.

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

### Health and safety, including arrangements for child protection / safeguarding

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

#### Findings:

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- The school has rigorous procedures for the safeguarding of students, including child protection. The school implements a well-structured safeguarding framework, ensuring that all staff receive safeguarding training at the beginning of each academic term. Designated safeguarding officers are clearly identified, and students are well-informed about reporting mechanisms. The safeguarding team convenes weekly to review concerns and ensure timely interventions. Additionally, the school effectively engages parents and the community through workshops, newsletters, and advisory meetings, fostering a collective responsibility for student welfare. Student-led initiatives such as the Mental Health Ambassadors and the student council, which includes representation from all phases, contribute by leading initiatives and spreading awareness on well-being and safety. Cyber Safety Week ensures students are well-informed about UAE cyber laws, digital ethics, and social media responsibility. Expanding peer-led initiatives on mental health awareness and well-being discussions would further enhance the school's proactive approach.
- The school consistently provides a very safe, hygienic, and secure environment for students and staff. The school has a comprehensive safety management system encompassing risk assessments, fire and emergency procedures, and contractor compliance. Regular inspections ensure infrastructure, including electrical systems, LPG, and water testing, is maintained effectively. The CCTV system has been upgraded, with a plan in place to increase coverage, further strengthening security measures. Emergency drills, including fire evacuation and lockdown exercises, are conducted regularly to reinforce preparedness. The Health and Safety Committee meets monthly to review concerns and implement necessary safety actions.
- Buildings and equipment are maintained in excellent condition.
- The school demonstrates a strong commitment to maintaining its premises through a structured monitoring system, ensuring a hazard-free learning environment. Monthly data tracking ensures proactive safety management, with records maintained since October 2017. Canteen and catering services are regulated by external authorities, with termly inspections ensuring food safety. The transportation system is regularly reviewed to maintain compliance, student supervision, and verification processes at departure and arrival points. Staff undergo quarterly safety training, reinforcing adherence to emergency response procedures. The clinic maintains detailed medical records, but the absence of separate spaces for male and female students limits privacy, warranting further consideration for expansion.
- The school's premises and facilities provide an excellent physical environment, which meets the learning needs of all. The school actively promotes student safety through practical skill-building initiatives such as

first aid and CPR training for senior students and awareness sessions on prevalent health concerns like diabetes. Facilities, including science labs, canteens, sports areas, and transportation services, meet high safety standards. A joint learning walk conducted with the Health and Safety Officer and the Facilities Manager confirmed effective supervision, clean and secure premises, and access to essential safety provisions. Evacuation routes are clearly marked, and fire safety equipment is well-maintained. Planned upgrades, including rubber flooring for the gym and a gym expansion, will further enhance the physical environment.

- The school's promotion of safe and healthy living is successful. It is given a high profile and clearly influences all aspects of school life. The school integrates healthy eating awareness, structured PE sessions, and mental resilience discussions. The Healthy Lunchbox initiative encourages balanced nutrition and mindfulness about food choices. Highly effective measures are taken to provide reasonable protection from the sun, including shading and ready access to fresh drinking water. Expanding student-led healthy eating campaigns and structured peer mentorship initiatives could further empower students to maintain a safe and healthy lifestyle.

### **Next Steps:**

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1. Ensure privacy in clinic areas for students with separate spaces for males and females.
2. Continue upgrading facilities to enhance safety and the physical environment.
3. Increase student-led healthy habits campaigns and peer mentorship initiatives

## Care and support

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

### Findings:

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- Staff maintain positive and purposeful relationships with all students. The school fosters an environment of mutual respect, guided by a well-understood code of behavior. A clearly defined relationship policy and a robust behavior recording system outline clear expectations for conduct. Students in Phases 1, 2, and 4 exhibit strong self-regulation and show respect for others. However, Phase 3 students are less engaged, and their self-regulation is not as well-developed.
- The school's approach is effective in promoting good attendance and punctuality. Attendance was at 94.2% during the inspection. Systems are well-embedded, ensuring effective follow-up on unauthorized absences and lateness, resulting in improved attendance, but some challenges still remain, especially with the low attendance in Phase 1 and occasional lapses in punctuality.
- The school has rigorous systems to identify students with special educational needs and those who are gifted and/or talented. There are 31 students with additional needs identified by the school (and 162 under Tiers 2 and 3 provision). Students with additional needs are identified by internal screening, and it is rigorous, accurate, and prompt. Phase 1 students are evaluated during the department's 'open house' sessions, and teachers share concerns via the school referral form. There are 129 Gifted and Talented students in the school, and they are identified effectively by their academic results and referrals from teachers.
- The school provides effective support for all students with additional learning needs but could develop its systems further to support students who are gifted and/or talented by ensuring that in-class interventions support students' outcomes. Individual Education Plans (IEPs) are in place for all identified students with additional needs, which are reviewed termly, with the student's academic abilities tracked, targets reviewed, and next steps agreed by both the staff and parents. Some Gifted and Talented students have a skills and abilities profile that identifies their area of specific ability, but it could be more measurable with agreed targets to assess progress and identify specific interventions to support the student's learning pathway. The Inclusion department provides support in class and by withdrawal. The high quality of teaching and support during these sessions enables the greatest amount of impact on student progress and attainment.
- The care and guidance the school counselor and pastoral team provide to support the well-being and personal development of students at the school are very effective and are efficiently monitored, tracked, and evaluated digitally. Year 13 students receive effective advice and guidance about career choices by visiting career fairs, and the department supports students and their parents when seeking bursaries and preparing documentation.

## **Next Steps:**

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1. Ensure that all students and especially Phase 3 students are fully aware of school rules and encouraged to self-manage in an age appropriate way.
2. Review the practices and procedures around school attendance with an emphasis on improving attendance in Phase 1, especially.
3. Develop systems to better support and challenge students who are gifted and/or talented by ensuring more consistent and effective in-class interventions.

# PS6: Leadership and Management

## The effectiveness of leadership

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Performance Indicator	Quality judgement
The effectiveness of leadership	Good

### Findings:

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- Leaders at all levels, guided by the principal, set a clear strategic direction for the school. The senior and middle leadership teams share the principal's vision of an inclusive school with high standards for students and staff, aligning with UAE national priorities. The school's strategic planning reflects this vision.
- Most leaders demonstrate secure knowledge of the curriculum and best practices. They work well as a team, taking responsibility for teaching, learning, and assessment. All leaders, including the middle leadership team, have a good understanding of the curriculum and effective teaching practices. They have shared their knowledge with teachers, focusing on improving students' learning skills and attainment as well as personal development. However, middle leaders' capacity to lead the professional development of the teachers they manage, particularly in Phase 4, is less developed.
- The relationships and communication with all stakeholders, including the parents, are consistently professional and effective and are based on mutual respect. A very positive learning culture has been established throughout the school, which promotes students' self-esteem and well-being. The senior and middle leadership teams have clear delegated roles and responsibilities and carry out these duties consistently to a high standard. All leaders are aware of the areas where improvement is necessary and are very effective in implementing appropriate strategies for improvement. Morale throughout the school is very high.
- Leaders at all levels demonstrate a clear understanding of what needs to be done to innovate and to improve the school. Barriers to learning have been addressed through the introduction of a number of learning initiatives, such as the successful introduction of a commercial phonics scheme into Phase 1 and the early years of Phase 2, which is having a positive impact on the younger students' development of English reading and speaking. All teachers and leaders understand their role in ensuring the highest standards of student achievement, and in developing the students' learning skills. This collective accountability has ensured sustained improvement.
- Leaders have been innovative and successful in developing aspects of the school and maintaining a high school level performance despite several challenges. The enrolment of the school has increased by 37% since the previous inspection with many of these new students joining in Phases 3 and 4 and have not benefited from the rich learning experiences the lower phase students have enjoyed in their time in the school. Nevertheless, the strategies developed by the school have ensured that the large majority of these new students have been integrated effectively into school life. Leadership ensures that the school is compliant with all statutory and regulatory requirements.


## **Next Steps:**

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1. Develop further the strategies for effective teaching and learning in Phases 3 and 4 to bring them to at least the same level as Phases 1 and 2.
2. Build capacity in the middle leaders so that they can lead learning in their areas of responsibility but also lead the professional development of the teachers they manage, particularly in Phase 4.
3. Continue to develop the learning skills of the new students arriving in the school so that they more closely reflect those of the students who have been in the school throughout Phases 1 and 2.

# School self-evaluation and improvement planning

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

## Findings:

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- The school systematically self-evaluates and uses a comprehensive range of assessment information, including results from both internal and external international assessments, to inform its school improvement planning process. The school is well aware of its strengths and weaknesses and identifies appropriate areas requiring further development. The key priorities are precisely identified and analyzed within the school improvement plan and underpinning action plans.
- Well-established and systematic processes for monitoring and evaluating teaching and learning across the school are in place. All middle and senior leaders understand their role in this process. Middle leaders with subject responsibility evaluate student performance through detailed analyses of assessment data and classroom observations. These evaluations are mostly rigorous and generally provide accurate information that informs the school improvement plan, although there needs to be a sharper focus on student attainment and progress in lessons.
- The well-constructed school development plan is coherent and based on mostly accurate self-evaluation. It identifies key areas for improvement and addresses all the priorities identified in the previous inspection report. Detailed action plans with measurable targets underpin the work to improve the school and meet the UAE's national priorities. However, the school development plan does not fully engage all stakeholders or always accurately reflect the changing context and development needs of the school.
- All the recommendations from the previous inspection report have been implemented or are in the process of implementation. This has led to very good improvement since the previous inspection, particularly in the overall quality of teaching and learning in Phases 1 and 2. Consequently, improved student achievement is seen in all English-medium subjects as well as in UAE social studies in Phase 3. These improvements are a result of improvements in the overall quality of teaching and leadership and demonstrate sustained improvement over time. However, strategies to meet the needs of more able students, improving the attainment of EAL learners and students in the Arabic-medium subjects may not be developed sufficiently to sustain school improvement.

## Next Steps:

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1. Continue to build the capacity of the middle leadership team to contribute to school improvement, especially in the processes for monitoring and evaluation of lessons with a clearer focus on student attainment and progress.
2. Engage all stakeholders in the processes of self-evaluation and improvement planning to generate a school development plan that more accurately reflects the changing context and development needs of the school.
3. Embed more consistently the strategies for meeting the needs of the more able students in the classroom and improving the attainment of EAL students and those in the Arabic-medium subjects.

## Parents and the community

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Performance Indicator	Quality judgement
Parents and the community	Very Good

### Findings:


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- The school is successful in effectively engaging parents as partners in their children’s learning and in school life. Parents are provided with high-quality information on how they can support their children’s learning at home through a series of parental workshops. Parents are provided with extensive opportunities to inform the school of their views through regular surveys. The school analyzes the comments on these surveys thoroughly and takes appropriate action where necessary. Additional opportunities for parents to communicate their views are done through events organized by the Friends of Aspen parents’ group during the academic year. The school also organizes extended courses for parents on how to promote positive behavior at home. These courses are organized twice per year and are provided in both Arabic and English and are popular with parents. Consequently, parental involvement makes a very positive contribution to raising standards throughout the school, and their views are seen as a core part in decision-making.
- The communication systems are effective and ensure that parents are consistently informed about all aspects of the life and work of the school. The school uses social media platforms to maintain regular contact with parents and issues a regular newsletter on the school website. The parents can contact the school at any time if they have a concern and report that their calls are always returned promptly. The parents of the students with additional needs are very well informed about their children’s academic and social development in the school and are active partners with the school in helping meet their children’s needs.
- Reporting on students’ academic progress and personal and social development is ongoing and comprehensive. Parents of students can track their children’s progress at all times through their access to online platforms. Phases 1 and 2 are available in both Arabic and English. Very detailed reports are issued each term and these reports contain information about the students’ academic achievement as well as their social and personal development. Parents have regular consultation meetings with the class teachers in all phases to discuss their children’s attainment and progress.
- The school makes sustained social contributions to the local, national, and international communities. The school has now established very strong links with the external community and international organizations. There are a wide range of events to which the parents either contribute or attend, such as International Day and regular coffee mornings where they meet the teachers in an informal setting. Links to the local community and businesses are developing. The school has very good links with other schools across the country and internationally through its operating management company, The International School Partnership. The students participate in many sporting activities against other schools in the local and wider area within UAE. However, even stronger communication links can be built with the local community and with the parents to develop more effective and systematic approaches to ensuring parents can consistently support their children’s learning.

## **Next Steps:**

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1. Consult with the parents more actively when determining the priorities in the school development plan.
2. Continue to build communication links with the local community and with the parents to develop further effective and systematic approaches to ensuring parents are able to support their children's learning.

Performance Indicator	Quality judgement
Governance	Very Good 

## Findings:

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- Governance includes representation from almost all stakeholders. The school is managed by the International Schools Partnership (ISP), forming part of a network of schools in the region and internationally. A central team of professional advisors oversees key aspects of the school's operations. Parents and representatives from the school and local community are represented on the Governing Advisory Committee and, along with representatives from the central team, regularly meet with the school's senior leadership. Several sub-committees have been established to report to the Governing Body on key aspects of school life, such as health and safety and safeguarding. The school administers regular parent and teacher surveys and undergoes external audits. As a result, the school's senior leadership team and ISP maintain a comprehensive and accurate understanding of the school's activities.
- The Governing Board systematically and robustly monitors all aspects of the work in the school through members of the central organization, including the performance of the students in external assessments. Representatives of the central organization also monitor the implementation of the school improvement plan, holding the leaders to account for meeting key milestones. For example, the introduction of the IB curriculum in the post-16 phase and the attainment of students in external assessments. However, this implementation will require monitoring and ongoing accountability checks to ensure positive outcomes. The Board and central organization also provide constructive feedback on how well the school is meeting its targets and provides additional professional development support where necessary.
- The Governing Board exerts a very positive influence of the school's leadership and direction. It sets clear long-term and medium-term goals which align with all the statutory requirements and the UAE's national agenda and are firmly based on ethical principles. For example, they ensure that the school is fully inclusive and have ensured that the provision of support for EAL students is substantial and well-resourced. The school is well resourced overall, and professional development opportunities are provided to ensure all staff, in particular those with managerial aspirations at all levels, are equipped to meet the demands of the school development plan and promote the pedagogical and managerial skills of teachers and managers. For example, the central organization provides financial support for middle and senior leaders so that they can undertake recognized development courses to enhance their professional qualifications. However, the particular professional development needs of the teachers delivering the newly introduced IB curriculum in post-16 are not fully met. The governing body ensures that any financial implications of the priorities identified within the school improvement plan are met. The additional resources required to support the development of the IB courses in post-16 science courses are as yet insufficient. Overall, the central organization and governing board have a very positive impact on the overall performance of the school.

## Next Steps:

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1. Ensure that the school leadership is held fully accountable for student outcomes in external assessments, particularly the IGSE and IB assessments.
2. Provide additional professional development to support teachers in the delivery of the IB curriculum.

# Management, staffing, facilities and resources

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

## Findings:

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- Almost all aspects of the school's daily management and routines are effective and very well organized, positively influencing students' learning. The timetable is very well structured to ensure smooth transitions throughout the school day. Both staff and students adhere to school routines and expectations. Lessons are very well-planned to support efficient school operations and minimize disruptions to the delivery of the curriculum.
- The school is appropriately staffed to fulfill its vision and mission, with almost all staff well-qualified and possessing subject or phase expertise relevant to their roles. A weekly professional development program (CPD) is offered to all teachers, including those supporting students with special needs. This program is personalized to address individual learning strategies, positively impacting teachers' ability to identify and meet the learning needs of their students. For example, training sessions focus on learning strategies, such as implementing split inputs and refining reviewing practices. However, there remains a need to further develop teachers' pedagogical skills, particularly in enhancing teaching strategies aligned with the IB curriculum.
- The premises are of high quality and designed to ensure access for all students. Classroom spaces are well-equipped, with appropriately sized furniture. There are specialist classrooms for subjects that match educational needs, such as Arabic, English, and music rooms. The school offers a range of specialist facilities that willingly support curricular and extracurricular activities, including sporting facilities, science and technology labs, and prayer rooms.
- The school provides a wide range of high-quality resources that are well-matched to curriculum requirements, including technology. Chromebooks are used throughout the higher phases and practical materials and equipment are effectively used to meet the needs of most students. However, additional resources are needed to further support students' learning in the IB curriculum, particularly in science.

## Next Steps:

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1. Develop teachers' pedagogical skills, particularly in enhancing teaching strategies aligned with the IB curriculum.
2. Ensure appropriate resources are available to support students' learning in the IB curriculum, particularly in science.
3. Expand the use of technology to enhance students' learning across all phases at an appropriate level.

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