Irtiqa'a School Inspection

AY 2024/25

Virginia International Private School

Rating: Good

Contents

School Information

General Information

	Name	Virginia International Private School
	Esis Number	9262
	Location	40,Al Ra-id St,Shakhbout City,Abu Dhabi 23661
	Website	http://virginiaschool.ae/en/
	Telephone	025554383
	Principal	BASSAM NABIL SARYEDDINE
	Inspection Dates	26 to 29 May 2025
	Curriculum	American

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1312
Number of Emirati students	1158
Number of students of determination	71
Largest nationality group of students	UAE - Jordan - Yemen

Information On Teachers

Number of teaching assistants	17

Changes since the previous inspection

Since the previous inspection, the school's overall judgement has remained Good.
In Islamic education and Arabic as a first language, achievement has remained `Good across all phases. In Arabic as a second language, achievement has remained Good in Phase 3, and in Phase 2 attainment has remained Good and progress has improved from Good to Very Good. In UAE social studies, achievement has remained as the previous inspection with Acceptable attainment and Good progress across phases 2,3 and 4.

In English, achievement has remained the same in phases 2, 3 and 4. In Phase 2 achievement has remained Good, in Phase 3 it has remained Acceptable, and in Phase 4 attainment has remained Acceptable and progress has remained Good. In Phase 1, attainment has remained Good, but progress has improved from Good to Very Good. In mathematics, achievement has remained Acceptable in phases 3 and 4. In Phase 1 attainment has improved from Acceptable to Good and progress has improved from Good to Very Good. In Phase 2, progress has remained Good, and attainment has improved from Acceptable to Good. In science, achievement has remained Good in phases 3 and 4. In Phase 1, attainment has remained Good and progress has improved from Good to Very Good. In Phase 2, achievement has improved from Good to Very Good.

Learning skills have remained Good in phases 2 and 3, but have improved in Phase 1 from Good to Very Good, and in Phase 4 from Acceptable to Good. Students across all phases, particularly in KG, are motivated learners who take responsibility for their learning, collaborate effectively, apply knowledge in real-life contexts, and are beginning to develop critical thinking, problem-solving, and research skills with the support of technology.

Performance standard 2 (PS2) related to students' personal and social development and their innovation skills, was not evaluated in the previous inspection. Personal development is judged as Good in all phases. Islamic values and awareness of Emirati culture and world cultures are now judged to be Very Good across all phases. For social responsibility and innovation skills, all phases have been judged as Good. Across all phases, students demonstrate a respectful behavior and a strong understanding of Islamic values and

UAE culture, while also showing increasing responsibility for their learning, engagement in community service, participation in innovation and sustainability initiatives, and growing awareness of global cultural diversity.

Performance Standard 3 (PS3), related to Teaching and assessment has improved in Phase 1 from Good to Very Good. Teaching in phases 2 and 4 remain Good, and teaching in Phase 3 has improved from Acceptable to Good. Assessment has remained Good in Phase 2 and Acceptable in phases 2 and 3. There has been significant improvement in Phase 1 teaching, learning, assessment and curriculum provision since the last inspection.

Performance Standard 4 (PS4), which pertains to curriculum design and adaptation, was not included in the previous inspection. For curriculum design and implementation, Phase 1 has been evaluated as Very Good, Phase 2 as Good, and phases 3 and 4 as Acceptable. For curriculum adaptation, phases 1 and 2 have been judged as Good and phases 3 and 4 as Acceptable.

Performance Standard 5 (PS5), related to the health, safety, care and support of students has remained as Good across all phases.

Performance Standard 6 (PS6), related to leadership and management has remained Good across most indicators including the effectiveness of leadership; self-evaluation and improvement planning; governance; and management, facilities, staffing and resources. Despite considerable upheaval at all levels of leadership since the last inspection, there has been no regression for any of the judgment levels, across judgments and performance standards, throughout the school. Of the 93 teachers in the school, 35 have joined the school within the last year, including the Principal, a Vice-Principal, an Assistant Principal and a Head of Secondary. There has been a strong emphasis on teacher development, especially in Phase 1, where over 20 KG-specific professional development courses have been organized this year for staff, who also avail of other more general professional development which is provided for teachers in the school. Partnerships with parents and the community has improved from Good to Very Good. The school places a strong emphasis on developing positive and productive partnerships with parents, keeping them well informed about, and actively involved in, the life and work of the school.

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

The school benchmarks student performance and is executing a visionary plan to raise achievement by aligning its curriculum with the expectations of TIMSS, PISA, and PIRLS. Adaptive intervention programs, such as Exact Path, are in place to address learning gaps. Teachers plan to integrate assessment-style questions modeled on TIMSS, PISA, and PIRLS into lessons and student journals to build familiarity with international formats. The school has also initiated a transition to HMH resources, with adaptive planning aligned to students' RIT scores to support targeted skill development. Senior leadership has made provisions to raise academic rigor and increase the weighting of reasoning tasks across subjects; however, this has not yet been fully implemented.

Teachers have received training in questioning techniques that promote critical thinking, and strategies such as "problem of the day" and assessment-style openers are increasingly evident, though their use remains inconsistent. In mathematics and science, curriculum adaptations include sample questions and skill-based tasks aligned with TIMSS, but inquiry-based learning is rarely observed, limiting opportunities for students to develop analytical thinking. In English, a phonics program is embedded and supported by scheduled reading sessions and oral presentation activities. Work scrutiny in lower grades highlights a focus on reading skill development; however, writing and reasoning skills aligned to PISA and PIRLS expectations remain underdeveloped. Although enrichment activities and mock assessments are planned, more consistent implementation, stronger leadership oversight, and deeper integration of assessment-aligned strategies across all core subjects are required to ensure readiness for international benchmarking.

Performance in standardized and international assessments

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

Standardized Assessments

- Students in Grades 3 to 9 participate in the Measurement of Academic Progress (MAP) standardized assessments for English, mathematics, and science. Students in Grades 3 to 9 participated in the Australian Council for Educational Research (ACER IBT) for Arabic as a First Language and in Arabic as a Second Language
- In AY2023/24, student attainment in ACER-IBT assessments in Arabic as a first language was Outstanding in Phases 2 and 4, and Very Good in Phase 3. Progress ACER IBT assessment data show Outstanding results in Phases 2,3, and 4.
- In AY2023/24, student attainment in ACER-IBT assessments in Arabic as a second language was Outstanding in Phases 2 and 3, and Weak in Phase 4. The school does not have progress ACER IBT assessment data presented on the system.
- In AY2023/24, student attainment in MAP assessments for mathematics was Very Weak in Phase 2 and Weak in Phases 3 and 4. Progress MAP assessment data show Acceptable results in Phases 2 and 3 and Very Good progress in Phase 4.
- In AY2023/24, student attainment in MAP assessments for science was Weak in Phases 2, 3 and 4. Progress of MAP assessment data shows Weak results in Phases 2 and 3 and Acceptable results in Phase 4.
- In AY2023/24, student attainment in MAP assessments for English Reading was Very Weak in Phases 2, and Weak in Phases 3 and 4, however, student attainment in MAP assessments for English Language Use was Weak in Phases 2,3 and 4. Progress MAP assessment data of Reading shows Acceptable results in Phases 2 and 3 and Very Good in Phase 4, however, progress MAP assessment data of Language Use shows Acceptable results in Phases 2 and 4 and Weak results in Phase 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 370, below the PISA international average of 476 and the school's target of 433.
- In mathematical literacy, students achieved a score of 383, below the PISA international average of 472 and the school's target of 446.
- In science literacy, students achieved a score of 412, below the PISA international average of 485 and the school's target of 443.

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

- In Grade 4 mathematics, students achieved a score of 404, below both the international average of 503 and the school's target of 437.
- In Grade 8 mathematics, students achieved a score of 397, below both the international average of 478 and the school's target of 445.
- In Grade 4 science, students achieved a score of 412, below the international average of 494, but above the school's target of 402.
- In Grade 8 sciences, students achieved a score of 379, below both the international average of 478 and the school's target of 445.

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

- In Grade 4, students participated in PIRLS 2021, and achieved a score of 431.44 which is in the low international benchmark range.

Reading

The school demonstrates a well-developed, whole-school approach to promoting literacy and fostering a love of reading among students. There are currently two functioning libraries: one serving Phase 1 and another for Phase 2. A new library for Phases 3 and 4 has been designed and is scheduled to open in September 2025. The Phase 1 library holds approximately 3,000 books, while the Phase 2 library contains over 9,000 books, including Arabic and English titles and 1,500 leveled readers to support differentiated learning. Both libraries support the English and Arabic curricula. A range of digital platforms, including RAZ Kids, Epic, Alef, Little Thinkers, and BravoBravo, support reading in both languages. For Phases 3 and 4, Achieve 3000 is the primary digital reading tool.

Library spaces are well-equipped with comfortable seating, tables, quiet reading areas, and small group collaboration zones. All Phase 1 and 2 classrooms feature dedicated reading corners, while Phase 3 and 4 classrooms currently lack designated reading spaces.

The school follows the Read Write Inc. phonics program from KG to Grade 4, with some students continuing into Grade 5. This systematic, ability-based program supports lower-attaining students in particular. Seventy-three students from Grades 1–5 have exited the program, demonstrating strong progress in early reading. Students are assessed every six weeks to guide instruction and ensure responsiveness to individual needs. Reading progress is systematically monitored using RAZ Kids in the lower phases and Lexile scores from Achieve 3000 in the upper phases. These data are analyzed each assessment cycle to inform targeted interventions. Lexile data and MAP reading scores are used to identify gaps, plan support, and track progress over time.

Teachers receive literacy-focused professional development to enhance reading and vocabulary teaching strategies across the curriculum in both English and Arabic. All students receive one library lesson per week, and reading during tutor time is a regular feature. Guided reading sessions are held weekly in the Phase 2 library. The librarian works proactively with teachers, conducts book reviews, and supports students by integrating speaking, listening, and writing activities into library sessions.

The school places a strong emphasis on cultivating a love of reading. Literacy Month is celebrated across the school with activities such as buddy reading, read-a-thons, themed competitions, book swaps, and parent-led read-alouds. Opportunities to meet Emirati and non-Emirati authors further inspire students. A weekly reading competition in Phase 2, based on time spent on RAZ Kids, promotes motivation and engagement, with winners announced weekly to build excitement and foster a reading culture.

The school is committed to extending literacy support beyond the classroom. Parents are actively involved through initiatives such as the literacy newsletter, reading picnics, and story-time sessions during Literacy Month. These activities strengthen the home-school partnership and promote a reading culture that extends into students' homes.

For the Arabic curriculum, teachers guide students through read-aloud sessions, assess reading skills, and engage them in text-based discussions. Daily routines include sight-word reading and shared reading to build fluency and vocabulary. Weekly guided reading sessions address diverse student needs and promote positive reading habits. Teachers use weekly reading trackers to inform planning and target support.

In Phases 3 and 4, teachers across all subjects incorporate language objectives into lesson and unit plans, ensuring the development of subject-specific vocabulary. Each department maintains a literacy development plan, which is regularly reviewed and updated to reflect evolving needs and priorities.

Strengths of the school

- The quality of provision in Phase 1 is strong, providing a solid foundation for early learning and development.

- Students and staff demonstrate positive and respectful attitudes, contributing to a supportive and inclusive school environment.

- Students show appreciation and understanding of UAE heritage through active participation in national celebrations and cultural activities.

- Senior leaders promote an inclusive school environment and cultivate a positive learning culture across the school.

- The school fosters strong partnerships with parents, enabling them to play an active role in their children's learning and contribute meaningfully to the wider school community.

Key Recommendations

1. Raise students' achievement across the core curriculum subjects by:

- strengthening understanding and application of Islamic knowledge, including Qur'anic vocabulary, Tajweed, and Fiqh, particularly in the upper phases.
- improving Arabic reading comprehension, writing structure, and fluency in Standard Arabic across all phases.
- developing skills in Arabic as an additional language, with a focus on reading extended texts, writing accurately, and speaking confidently.
- enhancing interpretation of visual data and deepening conceptual understanding in social studies, particularly in Phases 2 to 4.
- expanding vocabulary and improving extended writing and reading fluency in English, especially for second-language learners.
- reinforcing arithmetic foundations and mathematical reasoning while promoting accurate use of mathematical language across all phases.
- increasing engagement in scientific inquiry, practical investigation, and data handling, with greater emphasis on scientific language and independent application.

2. Improve the quality of teaching, assessment, and curriculum provision by:

- raising expectations in lesson planning to promote inquiry-based learning and deepen conceptual understanding.
- enhancing lesson delivery through effective questioning, smooth transitions, and reflective analysis of student learning outcomes.
- increasing opportunities for independent learning and cross-curricular connections to strengthen knowledge transfer across phases.
- aligning assessment frameworks with curriculum standards and external benchmarks to improve rigor and student achievement in Phases 2–4.
- applying consistent data analysis of subject-specific skills to inform targeted support and ensure progression, particularly in upper phases.
- strengthening feedback practices and expanding self- and peer-assessment to promote reflection and student ownership of learning.
- aligning the curriculum more closely with grade-level standards to ensure consistency, progression, and instructional rigor across phases.
- expanding upper-grade course offerings, including AP English and diverse electives, to provide broader, more challenging learning pathways.
- enhancing personalized learning by integrating real-world experiences to increase relevance and

student engagement across all phases.

- providing tailored opportunities for gifted and talented students to support their advanced learning needs.
- offering a wider range of after-school clubs aligned with student interests to improve engagement and enrichment.
- promoting creativity and innovation within lessons and across the wider school community.

3. Meet and exceed the school's targets in international assessments by:

- strengthening students' critical thinking, problem-solving, and reasoning skills across all core subjects to align with international assessment standards.
- embedding question formats and task types from international assessments into regular classroom practice and formative assessment.
- analyzing international assessment data to identify learning gaps and inform targeted instructional strategies.
- providing focused support and challenge for students performing below and above expected levels to raise overall achievement.
- enhancing teachers' understanding of international assessment frameworks to ensure alignment in planning and delivery.
- increasing students' familiarity and confidence with digital testing tools and time-managed assessment environments.

4. Further improve the effectiveness of leadership and management at all levels by:

- strengthening clarity of roles and accountability across all leadership tiers to unify best practices in curriculum, assessment, and data use.
- developing middle leadership capacity to ensure consistency in teaching quality, curriculum delivery, and student progress monitoring.
- increasing the rigor and consistency of monitoring teaching and learning to raise instructional quality across all phases.
- reviewing and updating the school development plan to reflect current priorities and findings from this inspection.
- broadening parental involvement in school improvement by creating structured opportunities for engagement in planning and decision-making.
- building partnerships with local businesses and professionals to support real-world learning and enterprise education.
- establishing international collaborations to expand students' cultural awareness and global learning opportunities.
- ensuring consistency in high-quality teaching across all phases through close and continuous leadership oversight.
- clarifying the role and composition of the School Governance Group to strengthen accountability and support for leadership.
- enhancing professional development to equip teachers with the skills to meet diverse student needs effectively across all phases.
- auditing and aligning learning resources to support deeper scientific inquiry in Phases 3 and 4, including equitable access to labs and library facilities.
- addressing disparities in science provision between the boys' and girls' sections to ensure equal access to quality learning environments.
- raising overall student achievement in all subjects and phases to at least Good or better levels.
- improving systems for identifying and meeting the needs of gifted and talented students through targeted support and challenge.

Overall School Performance: Good

PS1: Students' achievements					
Subject		**KG**	**Cycle 1**	**Cycle 2**	**Cycle 3**
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	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	Very Good ⬆	Good	Not Applicable
UAE Social Studies	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Good	Good	Good
English	Attainment	Good	Good	Acceptable	Acceptable
	Progress	Very Good ⬆	Good	Acceptable	Good
Mathematics	Attainment	Good ⬆	Good ⬆	Acceptable	Acceptable
	Progress	Very Good ⬆	Good	Acceptable	Acceptable
Science	Attainment	Good	Very 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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

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

PS5: The protection, care, guidance and support of students				
	KG	**Cycle 1**	**Cycle 2**	**Cycle 3**
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

PS6: Leadership and Management	
The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very Good ⬆
Governance	Good
Management, staffing, facilities and resources	Good

Inspection findings

PS1: Students' achievements

Islamic Education

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

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

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

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the MoE curriculum standards for Islamic `education indicates that most students in phases 2, 3 and 4 phases attain above curriculum standards, while the large majority of students in Phase 1 attain above curriculum standards.

- Results of external assessment MoE assessments in grade 12 for the AY2023/24 indicate Outstanding attainment.

- In lessons and in their recent work, the majority of students across all phases demonstrate levels of knowledge in Islamic principles, values, the Holy Qur'an, and Hadeeth that are above curriculum standards. Students demonstrate progressive development in their understanding and application of Islamic teachings across all phases. They show awareness of values and etiquette, engage with religious texts, and apply Islamic principles to daily life. While interpretation and application skills are developing, deeper reasoning, independent problem-solving, and consistency in Qur'anic recitation, particularly in upper phases, still require strengthening.

- Over the past three years, the school's internal assessment data indicates that trends in attainment have been consistently Outstanding in phases 2, 3 and 4. While in Phase 1 data shows an improvement in attainment in the AY2023/24 progressing from Good attainment levels in the AY2021/22 and AY2022/23 to Very Good levels in the AY2023/24. Trends in MoE external assessment for grade 12 have been consistently Outstanding over the last three years.

- The school's analysis of internal assessment data for the AY2023/24 indicates that the large majority of students in Phase 1 make better than expected progress; most students in phase 2 make the

expected progress; while in phases 3 and 4, less than three quarters of students make the expected progress over time from their starting points at the beginning of the academic year and against curriculum standards.

- In lessons and in their recent work, the majority of students across all phases make better than expected progress in relation to learning objectives that are aligned with curriculum standards.

- The school's analysis of internal assessment progress data to evaluate the progress of the different groups of students indicates that in girls and boys make Very Good progress in Phase 1 and Weak progress in phases 3 and 4. In Phase 2, boys make Acceptable progress and girls make Good progress. Emirati students make Good progress in Phase 1, Acceptable progress in Phase 2, and Weak progress in phases 3 and 4. According to the school's data, low attainers are only in Phase 3 and make Acceptable progress. High attainers, only in phases 3 and 4, make Weak progress. Students with additional learning needs, including students of determination make Acceptable progress in Phase 2, and Weak progress in phases 3 and 4. In lessons, across all phases, students with additional learning needs, including students of determination, are making the expected progress toward their targets. However, both lower and higher attaining students do not consistently achieve the progress they are capable of.

Next Steps:

1. Strengthen students' understanding of Qur'anic vocabulary and Surah meanings across all phases.

2. Deepen students' ability to apply Fiqh knowledge to solve problems, particularly in phases 3 and 4.

3. Develop students' consistency in Qur'anic recitation, with a focus on accurate Tajweed and pronunciation 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 attainment assessment data for the AY2023/24 against the MoE curriculum standards for Arabic as a first Language indicates that the large majority of students in Phase 1 and most students in Phases 2, 3 and 4 attain levels that are above curriculum standards.

- There are no external assessments for Arabis as a first language in Phase 1. The school administers the IBT standardized assessment to benchmark students' attainment in grade 3-9. `Results for AY2023/24 indicate Outstanding levels in phases 2 and 4 and Very Good levels in Phase 3. Results of external assessment MoE assessments in grade 12 for the AY2023/24 indicate Outstanding attainment.

- In lessons and their recent work, the majority of students across all phases demonstrate skills that are above curriculum standards. In Phase 1, students develop foundational Arabic skills in listening, speaking, reading, and writing through meaningful activities. In Phase 2, they continue to build vocabulary and improve letter and sound recognition, with guided reading supporting their progress. While listening and reading skills strengthen across all phases, reading comprehension and text analysis skills are inconsistent, particularly in Phases 3 and 4. Students communicate more fluently in local dialects than in Standard Arabic, and writing skills sometimes lack detailed descriptions, clear structure, and accurate language use, which affects overall effectiveness.

- Over the past three years, the school's internal assessment attainment data indicates that trends in attainment are improving in Phase 1 from Good in the first previous two academic years AY2021/22 and AY2022/23 to Very Good in AY2023/24, while they are consistently Outstanding across Phases 2 and 3. IBT results indicate that students' attainments have significantly progressed from Weak attainment in AY2021/22 and AY2022/23 to Outstanding in AY2023/24. Trends in attainment have been consistently Outstanding over the past three years in the MoE Grade 12 external assessment.

- The school's analysis of internal assessment progress data for the AY2023/24 indicates that the large majority of students in phases 1 and 4 make better than expected progress, and most students in phases 2 and 3 make the expected progress in relation to their individual starting points and the curriculum standards. The school's analysis of the external assessment progress data for the IBT test

for the AY2023/24 indicates that most students in phases 2 and 3 make Outstanding progress.

- In lessons and 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 internal assessment progress data to evaluate the progress of the different groups of students indicates that boys make Very Good progress in phases 1 and 4, while they make acceptable progress in phases 2 and 3. Girls' progress varies across phases as they make Very Good progress in phases 1 and 4, Acceptable progress in Phase 2, and Weak progress in Phase 3. Emirati students make good progress in Phase 1, Acceptable progress in phases 2 and 3, and Very Good progress in Phase 4. According to the school's data they are no low attainers in Phase 1, while in phases 2, 3 and 4 they make Outstanding progress. High attainers make Outstanding progress in phases 2 and 4, while in Phase 3 they make Weak progress, with none identified in Phase 1. According to the school's data, there are no gifted and/or talented students in phases 1 and 3. In Phases 2 and 4, they make Outstanding progress. Students with additional learning needs, including students of determination make Outstanding progress in phases 1 and 4, Good progress in Phase 2 and Very Good progress in Phase 3.

Next Steps:

1. Improve students' reading comprehension and text analysis abilities, particularly in Phases 3 and 4.

2. Enhance students' proficiency in expressing ideas in Standard Arabic across all phases.

3. Develop students' writing skills to include more detailed descriptions and clearer structure, especially in Phases 3 and 4.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against MoE curriculum standards for Arabic Second language indicates that most of students attain above curriculum standards in phases 2 and 3. Phase 4 is not reported on in this inspection due to low student numbers.

- The school administers standardized IBT assessments in grades 3 to 9 to benchmark students' attainment in Arabic as a Second Language. Results in the AY2023/24 indicate that students' attainment in Phase 2 and 3 is Outstanding.

- In lessons and recent work, the majority of students in phases 2 and 3 demonstrate levels above curriculum standards. Students in both phases are able to read short sentences, although they are less secure when reading short paragraphs. They acquire a range of vocabulary and use it in simple sentences, but they are less confident in writing more complex sentences to form short paragraphs. While Phase 2 students demonstrate secure conversational skills, speaking skills in Phase 3, particularly in engaging in conversation and expressing ideas are less well developed.

- Over the past three years, the school's internal assessment data indicates that trends in attainment have been consistently Outstanding. IBT Standardized assessment data indicates that trends in attainment in phase 3 showing consistently outstanding, while in phase 2 showing downward regressing from Outstanding in the ay 2021/22 to Very good in the AY 2022/23. Also, data shows upward trajectory progressing from Very good in the AY2022/23 to Outstanding in the AY 2023/24.

- The school's analysis of internal assessment data for the AY2023/24 indicates that the majority of students in phase 2 and most students in phase 3 make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards.

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

- The school's analysis of internal assessment progress data to evaluate the progress of the different groups of students indicates that girls make Acceptable progress in Phase 2 and they make Outstanding progress in Phase 3. Boys make Very good progress in Phase 2 and they make Weak progress in Phase 3. According to the school's data there are no low attainers or gifted and/or talented students across all phases. High attainers and students with additional learning needs, including students of determination make Outstanding progress in phases 2 and 3. In lesson, high-attaining students do not consistently make the progress they are capable of due to inconsistent challenge.

Next Steps:

1. Improve students' reading skills particularly in reading extended texts across both phases.

2. Enhance students' writing skills to be able to write complex sentences and paragraphs up to their grade level with correct spelling and punctuation.

3. Develop students' speaking skills, with a focus on engaging more confidently in conversations particularly in Phase 3.

UAE Social Studies

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in social studies. These include the following:
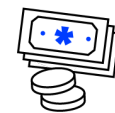
National identity	Citizenship	Government	Values and ethics	The individual and society	The national economy

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

Findings:

- The school's analysis of internal attainment assessment data for the AY2023/24 against the MoE curriculum standards for UAE Social Studies indicates that most students in phases 2, 3 and 4 attain levels that are above the curriculum standards.

- There is no data for any external national or international attainment assessments for UAE Social Studies.

- In their lessons and recent work, most students across all phases demonstrate knowledge and skills in line with curriculum standards. Across phase 2, students express a clear sense of belonging to their country and society. Students demonstrate a developing understanding of national identity, cultural values, and key social and economic systems. They engage with historical and contemporary topics and are able to describe relationships between people, society, and the environment. While they show awareness of key concepts, their ability to analyze information, interpret data, and explore connections across themes is still emerging. Research, inquiry, and critical thinking skills are applied inconsistently across the phases.

- Over the past three years, the school's internal assessment attainment data indicates that trends in attainment have been consistently Outstanding in phases 2, 3 and 4.The school's analysis of internal assessment progress data for the AY2023/24 indicates that most students in Phase 2 make the expected progress, while the majority of students in Phase 3 and the large majority of students in Phase 4 make better than expected progress in relation to their individual starting points and the curriculum standards.

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

- The school's analysis of internal assessment progress data to evaluate the progress of the different groups of students indicates that boys make Acceptable progress in phases 2 ad 3, while they make Very Good progress in Phase 4. Girls and Emirati students make Acceptable progress in Phase 2, Good progress in Phase 3, and Very Good progress in Phase 4. According to the school's data, low attaining students only in Phase 3 make Outstanding progress. High attainers make Outstanding

progress in phases 3 and 4. Students with additional learning needs make Acceptable progress in Phases 2 and 3, and Good progress in Phase 4.

Next Steps:

1. Enhance students' ability to extract and interpret information from visual sources such as maps, graphs, and charts, with greater consistency in Phase 2.

2. Develop students' conceptual understanding of the dynamic relationships between human societies and their environments, particularly in Phase 3.

3. Strengthen students' research and analysis skills by engaging them with a wider range of sources to explore economic systems and their functions in Phase 4.

English

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

| Speaking | Listening | Reading | Writing |

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	**Attainment**	Good	Good	Acceptable	Acceptable
	Progress	Very Good ⬆	Good	Acceptable	Good

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Virginia standards of learning (SOL) for English in Phase 1, and the Common Core State standards in phases 2, 3 and 4 indicates that the majority of students in Phase 1, and the large majority of students in Phase 3, and most students in Phase 4 attain above curriculum standards. In Phase 2, most students attain in line with curriculum standards.

- There are no external national or international assessments for English in Phase 1. The school administers MAP standardized assessments in grades 3-9 to benchmark students' attainment in English. Results in the AY2023/24 indicate that students' attainment in phases 2, 3 and 4 is Weak in language usage. In Reading, attainment was Very Weak in Phase 2, and Weak in phases 3 and 4. In PIRLS 2021, students achieved a score of 431, which is in the low international benchmark range. 15-year-old students participated in PISA 2022. In reading literacy, students achieved a score of 370 which is below the school target of 433 and the international average of 476.

- In lessons and their recent work, the majority of students in phases 1 and 2 demonstrate levels that are above curriculum standards. In phases 3 and 4 most students demonstrate skills that are in line with curriculum standards. In Phase 1, students develop foundational skills in listening, speaking, reading, and writing. Their speaking and listening abilities are progressing well, and they are beginning to apply phonics as their early reading and writing skills emerge. In Phase 2, most students can read and understand a variety of texts and demonstrate comprehension of main ideas and characters. However, there are differences in vocabulary, reading fluency, and comprehension skills. Writing skills also vary, with some students able to express ideas clearly, while others are still developing sentence structure, spelling, grammar, and punctuation. In phase 3 and 4, students generally have a suitable vocabulary range and can communicate ideas effectively. They demonstrate reading fluency and comprehension, including secure use of varied vocabulary. However, writing is an area for improvement, with limited evidence of extended, well-developed written work.

- Over the past three years, the school's internal assessment data for Phase 2 English shows a decline from Outstanding to Good, while Phase 3 English data shows an improvement. However, trends are likely to be unreliable, since there has been a significant increase in the rigor applied to assessment

since the new owners took over within the last 2 years.

- The school's analysis of internal assessment data for the AY2023/24 indicates that the large majority of students in Phase 1, most in Phase 3 and the majority in Phase 4 make better than expected progress from their starting points at the beginning of the academic year and against curriculum standards. Most students in Phase 3 make the expected progress. In MAP standardized assessment in language use, students in phases 2 and 4 make Acceptable progress, while Phase 3 students make Weak progress.

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

- The school's analysis of internal assessment progress data to evaluate the progress of the different groups of students indicates that boys make Outstanding progress in Phase 1, Acceptable progress in Phase 2, Very Good progress in Phase 3, and Good progress in Phase 4. Girls make Very Good progress in Phase 1, Good progress in phases 2 and 4, and Outstanding progress in Phase 3. Emirati students make Very Good progress in Phase 1, Acceptable progress in Phase 2, Outstanding progress in Phase 3, and Good progress in Phase 4. Low attainers, only in phases 3 and 4, make Outstanding progress. High attainers make Good progress in Phase 1 and `Outstanding progress in phases 3 and 4. Students with additional learning needs including students of determination make Very Good progress in phases 1 and 3 and Acceptable progress in phases 2 and 4. According to the school's data, there are no gifted and/or talented students across all phases.

Next Steps:

1. Strengthen vocabulary development and reading fluency, especially for students learning English as an additional language in Phases 1 and 2.

2. Enhance writing skills across all phases, focusing on sentence structure, spelling, grammar, and extended writing.

3. Support students in Phase 3 to produce more extended and coherent written work that demonstrates deeper language proficiency.

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	Good ⬆	Good ⬆	Acceptable	Acceptable
	Progress	Very Good ⬆	Good	Acceptable	Acceptable

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Virginia standards of learning (SOL) for mathematics in Phase 1, and the Common Core State standards in phases 2, 3 and 4 indicates that the majority of students across all phases attain levels above curriculum standards.

- There are no external national or international assessments for mathematics in Phase 1. The school administers MAP standardized assessments in Grades 3 to 9 to benchmark students' attainment in mathematics. Results in the AY2023/24 indicate that students' attainment in Phase 2 is Very Weak, and in phases 3 and 4 is Weak. Grades 4 and 8 students participated in the TIMSS 2023 international assessments. In Grade 4 mathematics, students achieved a score of 404, below both the international average of 503 and the school's target of 437. In Grade 8 mathematics, students achieved a score of 397, below both the international average of 478 and the school's target of 445. 15 year old students participated in PISA 2022 assessments. In mathematical literacy, students achieved a score of 383, below the PISA international average of 472 and the school's target of 446.

- In lessons and their recent work, the majority of students in Phases 1 and 2 demonstrate levels above curriculum standards, while most students in Phases 3 and 4 demonstrate levels in line with curriculum standards. In Phase 1, students develop foundational numeracy skills, including counting, number recognition, shape identification, and positional language. They begin to use mathematical language to explain their thinking and connect concepts to real-life contexts. In Phase 2, students build solid skills in numeracy, geometry, fractions, and part-whole relationships. While they apply these concepts to basic problem-solving, their use of precise mathematical vocabulary and mental math fluency varies. Gaps in foundational arithmetic operations become apparent as they progress. In Phase 3, students understand data collection and basic graph interpretation but face challenges with proportional reasoning and applying percentages. These difficulties limit their ability to solve abstract problems independently and affect deeper conceptual understanding. In Phase 4, students demonstrate skills in arithmetic, algebra, and precalculus, including differentiation. However, many struggle to explain concepts clearly and rely on calculators. Challenges remain in independent problem solving, particularly with algebraic operations and factoring, due in part to limited inquiry-based learning opportunities.

- Over the past three years, the school's internal assessment data indicate that trends in attainment show consistently Good attainment Phase 1, while Phase 2 shows consistently Outstanding attainment in AY2021/22 and AY2022/23 before regressing to Good in AY2023/24. Phase 3 results show a fluctuation from Good in AY2021/22 to Very Good in AY2022/23, then back to Good attainment in AY2023/24. Phase 4 results show a fluctuation from Very Good attainment in AY2021/22 to Outstanding in AY2022/23, then to Good attainment in AY 2023/24. MAP trends in attainment indicate that Phase 2 shows a fluctuation from Very Weak attainment in AY2021/22, to Weak in AY2022/23, then back to Very Weak in AY2023/24. Phase 3 results show consistently Very Weak attainment in AY2021/22 and AY2022/23, then slightly improved to Weak in AY2023/24. Phase 4 results show consistently Weak results over the past three years.

- The school's analysis of internal assessment data at the end of the AY2023/24 indicates that a large majority in Phase 1 and the majority of students in Phases 2 and 4 make better than the expected progress, and most students in Phase 3 make the expected progress over time from their starting points at the beginning of the academic year and against curriculum standards. MAP data indicates that students in Phases 2 and 3 make Acceptable progress and students in Phase 4 make Very Good progress.

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

- The school's analysis of internal assessment progress data to evaluate the progress of the different groups of students indicates that boys, girls and Emirati students make Very Good progress in Phase 1, Good progress in Phase 2, and Acceptable progress in Phase 3. Boys make Very Good progress in Phase 4, girls make Acceptable progress and Emirati students make Good progress. Low attainers, only in phases 3 and 4, make Outstanding progress. High attainers make Very Good progress in Phase 1, and Outstanding progress in phases 3 and 4. Students with additional learning needs including students of determination make Very Good progress in Phase 1, Acceptable progress in phases 2 and 3, and Good progress in Phase 4. According to the school's data there are no gifted and talented students across all phases.

Next Steps:

1. Strengthen students' foundational arithmetic and mental math skills, particularly in Phase 2.

2. Improve students' ability to apply mathematical reasoning and solve abstract problems independently, especially in Phases 3 and 4.

3. Develop students' use of precise mathematical language to explain their thinking across all phases.

Science

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

Scientific thinking, inquiry, and investigative skills
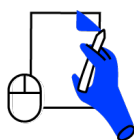
Ability to draw conclusions and communicate ideas

Application of science to technology, the environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Good	Very 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 Next Generation Science Standards (NGSS) indicates that the majority of students in phases 1, 2, and 3 attain above curriculum standards. In Phase 4 a majority of students in biology and chemistry, and a large majority of students in physics attain above curriculum standards.

- There are no external national or international assessments for science in Phase 1. The school administers MAP standardized assessments in grades 3 to 9 to benchmark students' attainment in science. Results in the AY2023/24 indicate that students' attainment in phases 2, 3 and 4 is Weak. Grades 4 and 8 students participated in the TIMSS 2023 international assessments. In Grade 4 science, students achieved a score of 412, below the international average of 494, but above the school's target of 402. In Grade 8 sciences, students achieved a score of 379, below both the international average of 478 and the school's target of 445. 15 year old students participated in PISA 2022 assessments. In science literacy, students achieved a score of 412, below the PISA international average of 485 and the school's target of 443.

- In lessons and their recent work, the majority of students across phases 1, 3 and 4, and the large majority of students in Phase 2 demonstrate levels of scientific knowledge, skills, and understanding above curriculum standards. In Phase 1 activities build on the students' natural curiosity and desire to discover and learn. Students explore materials in Earth science, magnets in physical science and plants in life sciences, whilst developing their use of scientific language in context. Students in Phase 2 build on their knowledge of Earth, life and physical sciences and develop an emerging grasp of scientific method during lessons in the laboratory. Students in phase 3 build upon their scientific inquiry and investigative skills, although their practical laboratory skills and data representation require further development. In Phase 4, during subject-specific lessons, students learn to apply their scientific thinking skills to reason, infer, and make conclusions, although opportunities for practical applications are limited.

- Over the past three years, the school's internal assessment data indicates that trends in attainment in Phase 2 were consistently Outstanding but has recently regressed to Good in AY2023/24. Trends in attainment in Phase 3 has also shown a downward trajectory, from Outstanding in AY2021/22 to Very Good in AY2022/23, and to Good in AY2023/24. Trends in attainment in Phase 4 show that Physics has remained at Very Good over the past three years, whilst Chemistry shows a downward trajectory from Outstanding to Good, and Biology shows a downward trajectory from Very Good to Good. MAP assessment data indicates that trends in attainment in phases 2 and 4 have remained consistently Weak, and in Phase 3 it has improved from Very Weak to Weak in the AY2021/22 to the AY2023/24.

- The school's analysis of internal assessment data for the AY2023/24 indicates that a majority of students in Phase 2, and Phase 4 physics, a large majority in phase 3, and a large majority in Phase 4 biology and chemistry, make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards. MAP data indicates that students in phases 2 and 3 make Weak progress and students in Phase 4 make Acceptable progress.

- In lessons and in their recent work, a 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 learning objectives aligned with curriculum standards.

- The school's analysis of internal assessment progress data to evaluate the progress of the different groups of students indicates that Good progress is made by boys, girls and Emirati students in Phase 2 and they make Very Good progress in Phase 3. Boys in Phase 4 make Very Good progress in biology, chemistry and physics. Girls in Phase 4 make Good progress in biology, Very Good progress in chemistry and Acceptable progress in physics. Emirati students make Very Good progress in biology and chemistry and Good progress in physics. Low and high attainers make Outstanding progress in phases 3 and 4. Students with additional learning needs including students of determination make Very Good progress in phases 1 and 3, Acceptable progress in Phase 2, Good progress in Phase 4 Physics, and Outstanding progress in Phase 4 Chemistry and Biology. According to the school's data there are no gifted and talented students across all phases.

Next Steps:

1. Strengthen students' practical laboratory skills and data representation, particularly in Phase 3.

2. Increase opportunities for hands-on scientific investigations and applications, especially in Phase 4.

3. Develop students' use of scientific language and inquiry skills consistently across all phases.

Learning Skills

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

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

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

Findings:

- In all phases, but particularly in KG, students are keen learners who take increasing responsibility for their own learning. They access and put away resources independently, and they select activities and ways of working. They are aware of their strengths and weaknesses and take steps to improve their work.

- From KG, where students learn to share and take turns, through all phases, they interact and collaborate well in their learning. They enjoy discussing their work and communicate their learning clearly.

- Students can relate their learning to real-life situations, often within the UAE context. They make links between different areas of learning, frequently consolidating their understanding in one area of the curriculum through work in another.

- Students are able to conduct basic research with teacher guidance. They use learning technologies to support and enhance their learning. Critical thinking and problem-solving skills are developing features of their learning.

Next Steps:

1. Improve students' ability to independently set and monitor personal learning goals.

2. Enhance students' use of learning technologies to deepen inquiry and research skills.

3. Develop students' ability to apply critical thinking and problem-solving skills across subjects.

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

Personal Development

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

Findings:

- Across the school, students display positive and responsible attitudes toward learning. They are interested, engaged, and generally self-reliant, often working independently without the need for close supervision. A few exceed expectations by showing initiative, although most are still reluctant to take academic risks. They respond well to constructive feedback from both teachers and peers. However, strengthening their ability to take ownership of their learning would help them become more confident, independent, and resilient.

- Students demonstrate positive and respectful behavior throughout the school. They usually show self-discipline, respond well to others, and interact courteously with both adults and peers. Students report that bullying is rare, and when incidents occur, they are addressed promptly. They follow school rules, which contributes to a safe, calm, and orderly environment. Their cooperation in resolving difficulties, and their ability to exercise self-control, reflect a clear understanding of behavioral expectations and a shared commitment to maintaining a respectful school culture.

- Students consistently demonstrate sensitivity to the needs and differences of others. They willingly help and support one another, which contributes to a culture of empathy and inclusion throughout the school. These positive interactions lead to respectful and considerate relationships, both among students and between students and staff. This supportive atmosphere enhances students' emotional well-being and promotes a strong sense of belonging within the school community.

- Students demonstrate a sound understanding of safe and healthy living. The majority make appropriate choices regarding their own health and safety, and participate in activities that promote physical well-being. They are aware of the importance of maintaining a healthy lifestyle, and engage in practices that support this, such as regular physical activity and good hygiene habits. However, a few students do not consistently make healthy food choices, or fully adopt healthy routines, which indicates some variation in the application of their understanding.

- The overall attendance rate across all phases is good at 95%. Most students understand the importance of regular attendance and punctuality. However, the repeated lateness of some students, arriving late both to school and to their lessons, reduces their access to effective learning opportunities.

Next Steps:

1. Develop students' ability to take greater ownership of their learning to build confidence and resilience.
2. Enhance the consistency of healthy lifestyle choices among all students.
3. Improve punctuality to ensure all students have full access to learning time.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Students across all phases demonstrate a strong appreciation for Islamic values and the heritage and history of the UAE. This is evident in their classroom displays and learning outcomes, which emphasize values such as tolerance, justice, and respect within Emirati culture. Students actively and respectfully participate in Islamic events and community initiatives that reinforce their understanding of Islamic principles and their application in daily life.

- Students throughout the school show a strong appreciation and understanding of UAE heritage and culture. This is reflected in their involvement in projects, displays, and national celebrations. They take pride in significant national events and express admiration for UAE leaders. Students actively lead and participate in cultural activities that foster a deep connection to national identity.

- Students demonstrate a clear understanding and appreciation of their own culture, particularly Emirati values and traditions. However, many are not yet confident in articulating the similarities and differences between their own culture and others. Despite this, there is strong interest across all phases in learning about world cultures, with students showing enthusiasm for extracurricular activities designed to explore cultural diversity and broaden global awareness.

Next Steps:

1. Encourage students to reflect more deeply on how Islamic values influence their actions and contributions to the wider community.
2. Encourage students to explore and present how UAE heritage continues to shape their identity and the country's future development.
3. Provide structured opportunities for students to explore, compare, and articulate cultural similarities and differences to enhance their global awareness and intercultural understanding.

Social responsibility and innovation skills

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

Findings:

- Students exhibit a strong sense of social responsibility throughout all phases of the school. From an early age, they engage in age-appropriate community service activities, such as creating thank-you cards for school staff, contributing to charity collections, and recognizing events like World Kindness Day. As they progress, students take on increasingly independent and meaningful roles. For example, during Service-Learning Fridays in Ramadan, they create cards and toys for local hospitals and frontline workers, fostering empathy and compassion. In the upper phases, students actively volunteer with the Red Crescent, lead charity drives on the International Day of Charity and participate in inclusive events such as the Games of Hope, which promote compassion, diversity, and teamwork. Notably, students earned first prize in the national Aoun Reward for their social contributions.

- Students generally demonstrate a positive work ethic and approach tasks with appropriate effort and focus. Some students assume leadership roles within lessons and across the school, although this is not yet consistent across all phases. They participate in a range of school-led activities, including the science fair, art exhibition, school podcast, and sustainability projects, all of which support the development of creativity and problem-solving skills. In addition, students are increasingly involved in entrepreneurship initiatives, such as bake sales, business projects, and innovation-themed events, which foster creativity and initiative. While many students are engaged, the depth of participation and overall impact still varies. Extracurricular and enrichment activities offer further opportunities for students to explore their interests and talents.

- Students demonstrate growing awareness of environmental issues and actively participate in school-led sustainability initiatives. Younger students engage in hands-on activities such as water conservation experiments and recycling, while elementary students contribute to projects like "Sip and Save" and the Environment Art Competition. Older students participate in initiatives such as the Sustainable Fashion Design Challenge, Abu Dhabi Sustainability Week, and the Sustainability Club, where they lead campaigns and practical environmental projects. They also take part in beach clean-ups, environmental summative assessments, and tree planting in collaboration with the Environment Agency Abu Dhabi. Furthermore, students led a school assembly focused on rescuing endangered animals, reflecting their increasing commitment to environmental and wildlife conservation.

Next Steps:

1. Enhance the consistency of student leadership across all phases to ensure broader engagement in meaningful roles.
2. Improve the depth of student participation in entrepreneurship and enrichment activities.
3. Develop students' ability to lead sustainability initiatives with measurable impact beyond the school community.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Teachers across the school consistently apply their subject knowledge. In Phase 1, most teachers in English-medium subjects also demonstrate a solid understanding of how students learn, effectively using strategies that promote engagement and progress. In Arabic-medium subjects and other phases, the understanding of how students learn varies in quality. While many teachers present content with clear progression, particularly in early years and lower grades, others would benefit from strengthening their delivery, improving transitions, and more consistently reflecting on student learning outcomes. This affects the consistency and overall impact of teaching across phases.

- Lesson planning across the school follows a consistent structure, with essential components supporting purposeful planning. While most lesson plans include differentiated tasks and success criteria, expectations often remain at grade level rather than extending beyond, which limits challenge, particularly in mathematics in Phases 2 to 4 and in upper-phase English. The use of time, resources, and the learning environment varies across the school. Some lessons encourage extended thinking and support progression, while others provide less scaffolding toward mastery. In Phase 1 English-medium subjects, teachers often make effective use of displays and classroom space, though this is less consistent in other phases and subjects. The integration of literacy strategies and interdisciplinary approaches is inconsistent, limiting opportunities for students to make meaningful connections across subjects and deepen their understanding. Although there is generally a positive climate for learning, opportunities for students to reflect on and learn from their mistakes are not consistently provided, which affects the pacing of learning.

- Teachers across the school build positive relationships with students, fostering engagement and a willingness to learn. In the early years, reflection is increasingly used to support learning, which helps accelerate progress in English-medium subjects. Questioning strategies promote participation and peer interaction across subjects; however, they are not consistently used to deepen thinking or encourage transfer of learning between subjects. Opportunities to promote critical thinking, reflection, and extended analysis are not consistently effective across the school. Enhancing questioning techniques and encouraging purposeful peer collaboration would help deepen learning and increase its overall impact.

- Teaching across the school shows variation, with generally adequate strategies supporting group learning needs and reflecting a gradual shift from teacher-led to more student-centered approaches. In KG and lower elementary English-medium subjects, teaching is more consistently effective, with a strong focus on building foundational skills. In Arabic-medium subjects, the level of challenge is often appropriate but applied inconsistently, leading to varied learning experiences. Direct instruction remains a common approach and is clearly embedded in planning. Some teachers, particularly in science, are beginning to incorporate inquiry-based methods that foster engagement. However, there is still room for growth in lesson facilitation, task clarity, and group work organization. While teaching is often content-driven, efforts to include student voice and inquiry-based strategies are emerging but not yet consistent. Instructional adjustments are evident across phases but would

benefit from greater depth and personalization to fully stretch and support all learners. With continued development, opportunities to enhance differentiation and purposeful instruction can be more consistently realized.

- Across the school, there are adequate opportunities for students to develop problem-solving, innovation, and independent learning skills, though their implementation is still emerging. Instruction increasingly encourages critical thinking and scientific reasoning, with technology effectively supporting assessment for learning. Some teachers are introducing engaging strategies that foster critical thinking and student inquiry, though the effectiveness of implementation varies. To further enhance learning, there is potential to deepen content rigor and skill development, especially by expanding purposeful, student-led innovation initiatives and independent learning. While accessible resources and opportunities exist for students to take ownership of their learning, more consistent facilitation and established routines will strengthen their ability to lead and innovate independently.

Next Steps:

1. Raise lesson expectations when planning success criteria and teaching strategies to promote inquiry-based learning and deepen conceptual understanding.
2. Enhance lesson plan implementation, fostering effective questioning, transitions, and analytical reflection on student outcomes.
3. Increase opportunities for innovation and independent learning, ensuring clear transfer of learning across subjects and phases.

Assessment

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

Findings:

- Internal assessment processes are structured and consistent across Phases 2, 3, and 4, and coherent in Phase 1. They align with the Virginia Standards of Learning, Common Core State Standards, and NGSS for science, providing insights into student performance in core subjects. An internal policy governs the use of diagnostic, formative, and summative assessments each term. To further strengthen the assessment framework, clearer links are needed between task rigor, detailed grading criteria, and appropriate weighting that reflects the cognitive demands of various question types, ensuring better alignment with external assessments and supporting meaningful student progress.

- The school appropriately benchmarks students' academic performance by participating in PIRLS (2021) and TIMSS (2023) assessments, focusing on English, science, and mathematics. Students also participate in the standardized Measurement of Academic Progress (MAP) assessments from the Northwest Evaluation Association (NWEA) for English, mathematics, and science. For Arabic as a first and second language, students take the Australian Council for Educational Research (ACER IBT) assessments.

- Assessment data in Phase 1 are analyzed thoroughly with detailed strand- and skill-level monitoring. In Phase 2, data analysis is conducted with some depth, tracking individual and group progress accurately over time. In Phases 3 and 4, data review tends to focus on subject-level domains and is still developing toward detailed analysis of specific skills. MAP reports offer useful visuals and percentile bands, but their impact would be enhanced by stronger alignment with subject-specific skills and more granular progress insights. Data analysis is progressively improving, especially in differentiating progress across ability levels. While the school has begun aligning internal and external assessment data, establishing a unified framework is crucial to support a more strategic and evidence-based approach to school improvement.

- Assessment data are used very effectively in Phase 1, where detailed skill-by-skill evaluation informs planning and supports student progress. In Phase 2, data analysis remains effective but shifts to broader subject domains. By upper elementary and in Phases 3 and 4, assessment information is used adequately to inform teaching and curriculum planning; however, the depth and consistency of analysis decline. While monitoring systems are in place across the school, more consistent tracking and evaluation of intervention outcomes would increase their impact on teaching and learning. Teachers frequently use data for ability grouping or to show progress percentages but less often to guide targeted support, challenge, or reflection on learning outcomes to strengthen conceptual understanding. Although assessment for learning practices are evident, deeper analysis of misconceptions would improve instructional responsiveness, curriculum progression, and promote greater student ownership of learning.

- In Phases 1 and 2, teachers demonstrate a good understanding of students' strengths and areas for growth. In Phases 3 and 4, teachers show a reasonable awareness, though opportunities for personalized support are still developing. Both oral and written feedback are present across the school; however, consistency in providing constructive, actionable guidance varies. Feedback often affirms correct responses but does not always help students identify or address misconceptions.

While self- and peer-assessment practices are used, their application is not yet consistent across all grades and subjects. As a result, students have limited opportunities to build independence in reflecting on their learning, which affects their progress in literacy, logical reasoning, and deeper conceptual understanding across subjects.

Next Steps:

1. Improve alignment between task rigor, grading criteria, and weighting to better reflect cognitive demands and support student progress, particularly in phases 2, 3 and 4.
2. Enhance consistency and depth of assessment data analysis across all phases to guide targeted teaching, interventions, and curriculum planning, particularly in upper phases.
3. Strengthen the quality and consistency of feedback, including self- and peer-assessment, to promote student reflection, address misconceptions, and foster greater learner independence.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school implements the Virginia Standards of Learning in Phase 1, and a combination of the Common Core State Standards (CCSS) and VSOL in Phases 2, 3, and 4. In Phase 2, efforts have been made to merge these standards to ensure coherence and progression. The Next Generation Science Standards (NGSS) are adopted for science instruction, supporting the development of students' scientific knowledge and skills. For Arabic, Islamic Studies, and Social Studies, the school follows the UAE Ministry of Education (MoE) curriculum, ensuring full compliance with local and national statutory requirements across all phases. The curriculum is underpinned by a clear rationale that aligns with authorized, licensed curricula and reflects national educational priorities, particularly in Phases 1 and 2. It is thoughtfully designed to provide a balanced, age-appropriate learning experience that supports the school's mission, the Emirate's priorities, and the broader educational goals of the UAE. It effectively promotes the development of knowledge, skills, and understanding, fully meeting statutory requirements in Phase 1, with emphasis on transition, and closely aligning with them in Phase 2. In Phases 3 and 4, the curriculum remains reasonably broad, balanced, and relevant but places greater emphasis on content delivery, with a more basic level of depth and application.

- The curriculum in Phase 1 is effectively planned to ensure clear progression across all subjects. In Phase 2, it builds on this foundation to meet most students' needs, maintaining consistency across subjects, especially in lower Phase 2. However, as students transition into upper Phase 2, gaps in curriculum continuity and depth emerge, particularly in the application of skills across subjects. In Phases 3 and 4, curriculum planning shows adequate progression in most key subjects, though this varies by subject and year group. Yearly, weekly, and daily planning provides structured lessons generally aligned with curriculum standards. While differentiation is evident in planning, its implementation is inconsistent, with some lessons lacking tasks that effectively personalize learning according to students' current knowledge and needs. Overall, the curriculum structure supports students' progression between phases, and they are adequately prepared for the next stage in Phases 3 and 4, however, greater consistency in rigorous planning and effective delivery would further strengthen continuity.

- The school curriculum offers limited elective options for older students, restricting opportunities to develop their aspirations and tailor learning pathways according to individual interests and future university or career goals. While students across all phases benefit from sports classes and extracurricular activities that address diverse interests, older students primarily access core English and Arabic subjects and AP Sciences, including Physics, Chemistry, and Biology, but lack options in AP Mathematics and AP English. This limited range of advanced courses constrains their preparation for the next stage of education. To strengthen the curriculum, it is recommended to expand elective offerings by including AP English and additional courses in Phase 4. Introducing Pre-AP courses would also provide greater academic challenge and better equip students for advanced-level studies. In the lower phases, class activities and events effectively nurture students' personal and social development.

- Curricular links are thoughtfully planned to ensure lessons are engaging and relevant for students. The curriculum consistently integrates real-world connections, particularly those related to the UAE, across all subjects, fostering students' understanding and appreciation of the local context. In the lower grades, cross-curricular links are effectively established through thematic planning and special-themed weeks in Phase 1 that integrate multiple areas of learning. In the upper phases, cross-curricular projects and interdisciplinary learning, which connect multiple subjects, are increasingly developing across Phases 2, 3, and 4.

- In Phase 1, the curriculum review process is systematically implemented across all subjects, with weekly reviews informed by current student achievement data to support both personal and academic development. In Phase 2, the reviews are structured and conducted regularly to address learning outcomes and meet identified needs, contributing to continuous improvement across nearly all subjects. Curriculum adjustments are routinely made through team, grade-level, and teacher meetings. While more detailed documentation of specific adjustments would strengthen the process, it remains responsive to students' evolving needs. In Phases 3 and 4, curriculum reviews occur periodically to ensure adequate provision in most subjects.

Next Steps:

1. Improve consistency and rigor in curriculum planning and delivery across all phases to strengthen continuity and student progression.
2. Expand elective course offerings, particularly in Phase 4, to better support students' academic aspirations and preparation for advanced studies.
3. Enhance the curriculum review process by documenting specific adjustments and implementing tiered support to meet the diverse needs of all learners.

Curriculum adaptation

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

Findings:

- Curriculum modifications are successfully implemented across the school, with greater effectiveness observed in Phases 1 and 2, where the learning needs of most student groups are well met. Across all phases, the school utilizes adaptive platforms such as Exact Path and Achieve 3000 to support learning and provide targeted interventions based on assessment data. Individualized Education Plans (IEPs) are in place for students of determination, though further refinement is needed to ensure consistency and impact. While some initial steps have been taken to support gifted and talented students, provision remains underdeveloped. Additional efforts are needed to offer enriched and challenging opportunities that align with their advanced learning needs.

- The curriculum is engaging and motivates most students in Phase 1 through a blend of academic content, social contribution, and co-curricular activities that foster holistic development. Students in Phases 1 and 2 benefit from STEAM integration, while those in Phases 3 and 4 participate in planned activities that support their interests and, to some extent, nurture their aspirations. To enhance impact and effectiveness, further refinement of instructional strategies and the introduction of interest-based clubs are recommended.

- Across the school, appropriate learning experiences in most subjects support students in developing a strong knowledge and appreciation of UAE heritage and culture. In Arabic medium subjects, the curriculum is effectively designed to promote students' national identity and sense of belonging. In English medium subjects, teachers make efforts to integrate cultural connections; however, there is further scope to deepen the focus on the UAE's contemporary innovations and global contributions to enrich students' understanding. The integration of Emirati values, cultural practices, and national themes, such as "Tolerance Day", is evident through activities and field trips, including visits to sites like Traditional Food Heritage Club and Qasr Al Hosn.

Next Steps:

1. Enhance opportunities for gifted and talented students to align with their advanced abilities and needs.
2. Provide a range of after-school clubs aligned with student interests, supported by refined instructional strategies to increase student engagement and overall impact.
3. Enhance opportunities for creativity and innovation both within lessons and throughout the wider school community.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has clear and robust procedures for safeguarding and child protection, supported by regular staff training, student awareness sessions, and clear communication with parents. The introduction of the Child Protection Online Monitoring System (CPOMS) has improved the tracking and response to safeguarding concerns. Anti-bullying initiatives, online safety programs, and regular health checks contribute to a safe and protective environment. The appointment of middle leaders for pastoral care and the availability of confidential reporting channels ensure that students have trusted ways to raise concerns.

- The school maintains a safe, hygienic, and secure environment through well-implemented health and safety policies, regular risk assessments, and thorough maintenance procedures. Evacuation plans are clear and routinely practiced, and regular safety checks are conducted. The school environment is kept clean and well-organized. Supervision of students is generally effective throughout the school day. However, monitoring of students' health and safety during dismissal needs further strengthening to ensure supervision is consistently frequent and thorough.

- The school ensures that buildings and equipment are well-maintained through reliable service and maintenance contracts, providing a safe and functional environment. It maintains accurate and secure records, including detailed documentation of incidents and follow-up actions, demonstrating a strong commitment to accountability and thoroughness. However, outdoor areas such as the Phase 2 playground are not consistently well-maintained or adequately shaded. In addition, medical record-keeping in the clinic requires more comprehensive and consistent implementation.

- The school premises provide a safe and secure environment that is very well suited to the learning needs of all students. Facilities such as science laboratories, libraries, and sports areas enhance subject-specific learning. Accessibility features including ramps, elevators, and dedicated inclusion rooms ensure the environment is fully inclusive. In Phase 1, classrooms offer direct access to outdoor play areas, supporting physical development and social interaction. Additionally, classrooms are equipped with a variety of learning and play resources that actively promote student engagement.

- The school's promotion of safe and healthy living is systematically built into most aspects of school life. Regular physical activities are embedded in the curriculum and daily routines, supporting students' physical and emotional well-being. Students benefit from structured PE lessons, active playtimes, and extracurricular sports that encourage fitness and a healthy lifestyle. The cafeteria provides a range of healthy food options, and staff monitor students' food choices to encourage

nutritious eating habits, though some students continue to bring unhealthy food from home. Health-related policies, awareness programs, and consistent routines reinforce the school's commitment to fostering a safe and healthy lifestyle for all.

Next Steps:

1. Strengthen supervision and monitoring of students' health and safety during dismissal to ensure consistent and thorough oversight.
2. Improve maintenance and shading of outdoor areas, particularly the Phase 2 playground, to enhance safety and comfort.
3. Enhance medical record-keeping practices in the clinic to ensure more comprehensive and consistent documentation.

Care and support

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

Findings:

- Staff-student relationships are positive and built on mutual respect. Behavior expectations are clearly communicated and consistently upheld with students and parents. Established systems effectively promote positive behavior and contribute to a calm, respectful learning environment throughout the school.

- The school promotes attendance and punctuality through clear expectations and robust tracking systems. Procedures are well understood by both staff and students, contributing to good overall attendance. However, continued attention is needed to ensure consistently high standards of punctuality across all phases.

- The school has clear and thorough procedures in place to identify students with special educational needs. Currently, 77 students (6.25%) are identified as having additional learning needs, including students of determination. Individual education plans (IEPs) are developed at the start of the academic year, with input from parents and shared with relevant staff. Provision is personalized and aligned with the school's robust inclusion policy, resulting in steady progress from each student's starting point. The identification of gifted and talented (G&T) students is well established and uses a range of data, alongside parent and teacher nominations. Strengths are recognized in areas such as English, science, mathematics, public speaking, sports, and the arts.

- The school provides effective support for most students with special educational needs, as well as those identified as gifted and/or talented. Accurate identification processes ensure timely and appropriate interventions. As a result, most students make steady personal and academic progress. While systems for identifying gifted and talented students are in place, structured support within lessons is still developing and not yet consistently applied across the school.

- The well-being and personal development of all students are routinely monitored. The school adopts a whole-school, multi-agency approach to promoting positive well-being and helping students feel good and function well. PASS (Pupils' Attitudes to Self and School) data indicate that students feel well supported. School counselors are accessible to all students, with additional support available for families as needed. Career guidance begins in Phase 1 and continues through Phase 2, with career days that involve parents sharing insights and students gaining exposure to a range of professions. 'Unifrog' exploration tools are introduced in Grade 6, followed by weekly sessions to support informed choices. The school organizes regular career fairs and visits to local engineering firms and universities. Alternative pathways for students of determination are currently being explored.

Next Steps:

1. Enhance punctuality and implement targeted strategies across all phases to ensure consistently high standards.
2. Develop and consistently apply structured in-class support for gifted and talented students to maximize their academic growth.
3. Expand and formalize alternative career pathways for students with additional learning needs, including students of determination to better meet their individual needs and aspirations.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good

Findings:

- Senior leaders set a clear strategic direction and promote a bold vision that is shared by stakeholders. They show strong commitment to the priorities of the UAE and Abu Dhabi, as well as to inclusion and effective provision for students with additional learning needs.

- Leaders demonstrate secure knowledge of the curriculum and best practices in teaching, learning, and assessment. They have established an inclusive learning culture within the school and achieved high standards in students' learning and personal development.

- Relationships and communication across the school are professional and effective. Leadership is appropriately delegated to staff members and teams. Accountability mechanisms are in place and continuing to develop to ensure leaders at all levels are responsible for delivering quality outcomes. Overall morale throughout the school is generally positive.

- Following a period of significant change involving new management structures and personnel, leadership is working toward greater coherence in developments related to teaching, assessment, and curriculum. There is a shared awareness among leaders at all levels that further improvements are possible. The leadership team demonstrates sufficient capacity to implement these improvements.

- Leadership has been innovative and successful in advancing aspects of the school and improving overall school performance. The school remains compliant with statutory and regulatory requirements.

Next Steps:

1. - Continue to strengthen clarity and accountability in leadership to unify best practices in curriculum design, assessment analysis, and use of data for improved student outcomes.

2. Develop further arrangements for identifying and addressing the specific needs of those students who are gifted and/or talented.

3. Continue developing and embedding accountability systems to ensure all leaders at every level drive quality outcomes effectively.

School self-evaluation and improvement planning

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

Findings:

- Systematic self-evaluation, using both internal and external data, is embedded in the school's improvement planning. The school has a clear awareness of its strengths and areas for development, and most key priorities are appropriately identified and analyzed.

- Feedback from students and parents, along with in-school 'walkthroughs,' contributes to the school's processes for monitoring and evaluating the school's provision. These monitoring processes provide a reasonable level of oversight of teaching and learning across the school and their impact on student achievement.

- School improvement plans are based on the school's self-evaluation and include specific actions and goals aligned with both the school's needs and national priorities. These plans have led to steady improvements in student outcomes.

- The school has made progress in addressing most recommendations from the previous inspection report. There has been clear improvement over time in many key areas, demonstrating the school's ongoing commitment to development. While most of these improvements have had impact, some actions are yet to yield improvement and impact on student outcomes.

Next Steps:

1. Enhance the depth and rigor of data analysis to identify underlying factors affecting student outcomes and guide more targeted improvement actions.

2. Strengthen the consistency and effectiveness of monitoring processes, including walkthroughs, to ensure a more comprehensive evaluation of teaching quality and learning impact across all phases.

3. Accelerate the implementation and follow-up of improvement actions that have yet to demonstrate measurable impact, ensuring timely adjustments to maximize positive outcomes for students.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good ⬆

Findings:

- The school is successful in engaging parents as active partners in their child's learning and broader school life. Parents participate in a variety of activities and events, including student reading sessions, Sports Days, National Day, International Day, workshops, coffee mornings, and the Parent Ambassador Program. These occasions provide valuable opportunities for parents to share their views with school staff on important matters. Parental feedback is fully considered when shaping school improvement priorities. The Parent Committee remains highly active, regularly sharing ideas and suggestions with school leadership to support ongoing development.

- The school's communication with parents is effective and ensures they are well informed about their children's learning and development. A range of bilingual strategies, such as ClassDojo, newsletters, WhatsApp groups, emails, and face-to-face meetings, support this communication. Monthly recognition assemblies, along with events like Careers Day and the Month of Reading, further strengthen the home-school partnership. This consistent and accessible communication keeps parents closely connected to their children's academic and personal progress and is particularly clear and effective among parents of students of determination.

- Reporting on students' academic progress, as well as their personal and social development, is ongoing and comprehensive. Parents receive regular updates through report cards, student dashboards, and the school calendar. These are followed by parent-teacher conferences, held either in person or online, which include information about attendance, academic goals, social development, areas for improvement, and next steps in learning. Teachers and students consistently use the school's Google platform to share information about learning programs and daily student achievements with parents.

- The school makes sustained social contributions to local and national communities. It has established effective partnerships with several local organizations, including the police, local hospital, Red Crescent, and sustainability projects such as the ADNOC plastic recycling program. In addition, partnerships with other schools coordinate joint student activities, such as academic competitions and sports tournaments. These connections positively impact students' academic and personal development. However, contributions to international community links remain underdeveloped.

Next Steps:

1. Broaden parental involvement in school improvement by providing more structured opportunities for parents to contribute to strategic planning and decision-making.

2. Strengthen partnerships that connect learning to the wider community by developing targeted collaborations with local businesses and professional sectors to support enterprise and real-world learning initiatives.

3. Expand and deepen international community partnerships to provide students with broader global engagement opportunities.

Governance

Performance Indicator	Quality judgement
Governance	Good

Findings:

- Parents and teachers are actively represented on the School Governance Group, which works closely with Aldar Education to ensure the school is effectively governed. The group regularly seeks and considers the views of various stakeholders through meetings, school events, and online communications. This ongoing engagement enables the governance members to maintain a thorough and up-to-date understanding of the school's strengths, challenges, and overall community needs.

- Members of the governance boards bring a diverse range of expertise and knowledge, which equips them to review and evaluate all aspects of the school's performance comprehensively. They play a key role in holding senior leaders accountable for the quality of education provided, as well as the achievements and personal development of the students. Their oversight helps ensure that leadership remains focused on continuous improvement and student success.

- Governors exert a positive influence on the school's leadership and strategic direction. They work to ensure that appropriate staffing levels and resources are allocated to address identified weaknesses and support ongoing school development. Additionally, they verify that the school meets all statutory and regulatory requirements. Through their informed oversight and active involvement, governors contribute directly and positively to the overall performance and progress of the school.

Next Steps:

1. Broaden the strategic involvement of the governance group in long-term planning, particularly in areas such as curriculum development and innovation, to further support sustained school improvement and strengthen accountability for senior leaders.

2. Strengthen the monitoring of improvement actions by establishing clearer systems for evaluating their impact on student outcomes over time.

3. Enhance stakeholder engagement by introducing more structured opportunities for parents, students, and staff to contribute feedback that informs governance decisions.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the school's daily operations are well-organized and have a positive impact on student outcomes. The day-to-day functioning of the school runs smoothly. Lessons and activities are efficiently planned and delivered, ensuring minimal time is lost throughout the school day. Staff and students clearly understand and respect the school's routines and expectations. As a result, the school environment remains welcoming, orderly, and purposeful for all stakeholders. The timetable is effectively structured to maximize learning and development opportunities for students.

- The school is appropriately staffed to fulfill its vision and mission, with all staff members suitably qualified and deployed effectively. Staff benefit from ongoing professional development that aligns closely with the school's priorities. This includes personalized learning pathways, professional development in effective teaching strategies, and training to support the inclusion of students with additional learning needs in the classroom.

- The school premises and facilities are well designed, incorporating inclusive features such as ramps, elevators, and accessible entryways. Most classrooms are spacious and well lit. Specialist areas, including technology labs and science laboratories, are high-quality and regularly used to enhance student learning. Breakout areas are available throughout the school due to the wide corridors outside classrooms. Classrooms are well organized, with curriculum-linked displays that celebrate student work. Communication boards are student-centered, regularly updated, and well-maintained. Library services are strong in Phases 1 and 2, while Phases 3 and 4 currently lack a functional library, which is scheduled to be addressed by the start of the next academic year. In science, a disparity exists: the boys' section has two labs, while the girls' section has only one. Sporting facilities are of high quality and support both curricular and extracurricular activities. Fixtures, fittings, and furniture are appropriate, well-maintained, and in very good condition.

- The school offers a good range of learning resources that align with curriculum standards and support the needs of both teachers and students. However, resource allocation is not yet fully consistent across all phases. While Phase 1 is well-resourced, the secondary phase would benefit from improved science equipment and enhanced library services to better support deeper learning and investigative skills. The available resources are effectively used across all phases and subjects to support student learning and development. Learning technologies are integrated into instruction, enhancing student engagement and promoting active learning.

Next Steps:

1. Ensure equitable allocation of learning resources across all phases, with particular attention to improving science equipment and library access in Phases 3 and 4.

2. Address facility disparities, such as the unequal science lab provision between boys' and girls' sections, to ensure equal access to learning opportunities.

3. Monitor the impact of professional development programs more systematically to ensure they lead to consistent improvements in teaching practices and student outcomes.

If you have a question or wish to comment on any aspect of this report, please contact
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