

Irtiqa'a School Inspection

AY 2024/25

GEMS American Academy

Rating: Very Good

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School Information

General Information		
	Name	GEMS American Academy
	Esis Number	9086
	Location	Abu Dhabi, KHALIFA CITY, SE1, P1
	Website	http://www.gemsaa-abudhabi.com/
	Telephone	025574880
	Principal	ROBERT FRANCIS RINALDO
	Inspection Dates	20 to 23 Jan 2025
	Curriculum	American

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1846
Number of Emirati students	1047
Number of students of determination	185
Largest nationality group of students	UAE - USA - Canada

Information On Teachers

Number of teachers	159
Nationalities	United States of America - Ireland - Jordan
Number of teaching assistants	50

Changes since the previous inspection

Since the last inspection in 2021, the school's overall judgment has been sustained at Very Good.

Overall, students' achievement in Arabic-medium subjects has been sustained with no regression, with notable improvement in Islamic education and Arabic as a first language. Students' achievement in Arabic as a first Language improved to Very Good in Phase 4 and remains Very Good in Phase 1 and Good in Phases 2 and 3. Students' achievement in Arabic as a Second Language remains Good in phases 2, 3, and 4. Students' achievement in Islamic education remains Very Good in Phase 1 and Good in Phase 3, while in phases 2 and 4, achievement has improved from Good to Very Good. Students' achievement in UAE social studies continues to be Very Good in phases 2 and 3.

In contrast, English-medium subjects have shown variable performance across phases, with some phases demonstrating progress, others maintaining previous performance levels, and some experiencing regression. In Phase 1, achievement in English and mathematics remains Very Good, while achievement in science remains Outstanding. In Phase 2, achievement in mathematics remains Very Good. However, in English, while attainment has declined from Very Good to Good, progress remains Very Good, and in science, achievement has regressed from Outstanding to Very Good. In Phase 3, achievement has declined from Outstanding to Very Good in English and remained Outstanding in mathematics and science. In Phase 4, attainment in English is maintained as Outstanding, though progress has declined to Very Good. In mathematics, achievement remains Outstanding, while it regresses from Outstanding to Very Good in science. This regression is largely attributed to the significant influx of students into the school, particularly the increased number of ELLs, requiring additional support to bridge language and learning gaps. Consequently, students' learning skills have sustained Outstanding performance in Phase 1 but declined to Very Good in phases 2, 3 and 4.

Students' personal and social development, along with their innovation skills, were not evaluated in the previous inspection. Currently, personal development is judged as Very Good across the school. Awareness and understanding of Islamic values and Emirati culture are also evaluated as Very Good, while students' social responsibility and innovation skills are judged as Outstanding.

Teaching and assessment were judged as Very Good during the last inspection. In this inspection, teaching has improved to Outstanding in Phase 1 and remained Very Good in phases 2, 3 and 4. Teachers plan engaging lessons that foster productivity and active learning across all phases, with imaginative and student-centered learning environments particularly evident in Phase 1. The school effectively promotes critical thinking, problem-solving and independent learning; however, opportunities for reflective dialogue, innovative projects, and consistent challenge particularly for different groups of students, such as ELLs are less well developed. Strengthening these areas would further enhance student engagement and depth of learning across all phases.

Across all phases, assessment ratings have consistently remained Very Good, reflecting the school's strong commitment to data-driven instruction. Teachers and leaders effectively analyze assessment data to design lessons that incorporate targeted support, ensuring that most student needs are met.

Curriculum design, implementation and adaptation were not evaluated in the previous inspection. However, curriculum design is now judged as Outstanding, while curriculum adaptation is at Very Good across the school. The school offers a highly structured and flexible curriculum, aligning with national priorities and integrating international best practices to ensure logical sequencing and benchmarking against global standards. It is designed to meet the diverse needs of all students, while also fostering a deep appreciation for UAE heritage and culture.

The health and safety of students remain paramount and an Outstanding feature of the school, as in the previous inspection. The school upholds exemplary systems for student protection and safeguarding, with highly comprehensive health and safety protocols and well-equipped facilities, complemented by initiatives promoting well-being. The care and support of students are also Outstanding; however, provision for students with gifts and/or talents (G/T) is not as comprehensive as the support for students with additional learning needs, including students of determination. While students of determination benefit from systematic identification, tracking and monitoring through individualized education plans (IEPs), the devising, tracking and monitoring of advanced learning plans (ALPs) for gifted and talented students are not as consistently applied. Strengthening equitable and structured support systems for all students with documented learning plans (DLPs) would further enhance the school's inclusive approach.

The effectiveness of the school's leadership and management was judged as Outstanding and remains so, except for self-evaluation (SEF) and improvement planning (SDP), which continue to be rated as Very Good, consistent with the previous inspection. The sustained momentum in these performance standards is primarily driven by the evolving need to further develop the role of subject heads of department, particularly in their involvement in monitoring and evaluating lessons. Incorporating middle leaders, including the Head of Inclusion, into the SEF process will strengthen the identification of strengths and development areas, thereby improving the effectiveness of SDP. As in the previous inspection, leadership and management, partnership with parents and the community, governance, and management of staffing, facilities, and resources continue to be judged as Outstanding.

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

The school is highly committed to improving student performance on international assessments such as TIMSS, PISA and PIRLS. To achieve this, the school has implemented targeted strategies focused on curriculum enhancement, critical thinking and problem-solving skill development. Professional development for teachers is a priority, ensuring they are equipped with effective instructional strategies that align with international benchmarks. Additionally, the school actively engages students in interactive learning experiences that promote deeper conceptual understanding and application of knowledge.

A structured approach to assessment and progress monitoring supports the school's international benchmarking

efforts. The school integrates the Next Generation Science Standards (NGSS) across all phases and aligns its AERO (American Education Reaches Out) CCPS (Common Core Plus Standards) to global best practices. Assessment data from MAP (Measures of Academic Progress) tests by NWEA (NorthWest Evaluation Association) and TIMSS results are utilized to refine science and mathematics instruction, ensuring targeted interventions address identified learning gaps. The frequency of MAP testing has been increased to three times per academic year, allowing for continuous monitoring of student growth and timely instructional adjustments.

To further enhance student readiness for TIMSS, the school has aligned the Core Knowledge Science (CKSci) curriculum in the lower phases with the NGSS, reinforcing foundational scientific concepts and inquiry skills. Strategic goals have been set to improve Grade 4 and Grade 8 TIMSS scores in mathematics and science, emphasizing a data-driven approach to strengthening core competencies. These initiatives collectively contribute to the school's broader objective of aligning student achievement with international expectations and fostering a culture of high performance on global assessments.

Performance in standardized and international assessments

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

Standardized Assessments

In AY2023/24 students in Grades 2 to 9 take the MAP test in English reading and language use. The results indicate less than three-quarters of students attained in line with expectations in Phases 2, 3 and 4.

In AY2023/24 students in Grades 2 to 9 take the MAP test in mathematics. The results indicate less than three-quarters of students attained in line with expectations in Phases 2, 3 and 4.

In AY2023/24 students in Grades 2 to 9 take the MAP test in science. The results indicate less than three-quarters of students attained in line with expectations in Phases 2, 3 and 4.

International Assessments: TIMSS, PISA, PIRLS

Grades 4 and 8 students participated in TIMSS 2023. In Grade 4 mathematics, the school did not meet the target of 530, with actual results of 479.9. In Grade 8 mathematics, the school did not meet the target of 553, with actual results of 532.97. In Grade 4 science, the school did not meet the target of 530, with actual results of 482.95. In Grade 8 science, the school did not meet the target of 553, with actual results of 532.97.

15-year-old students participated in the PISA 2022 international assessments. In reading literacy, the school exceeded the international average with actual results of 497.3, however did not meet the school's target of 540. In mathematical literacy, the school exceeded the international average with actual results of 482.8 remaining below the school's target of 550. In scientific literacy, the school did not meet the target of 535.1 or the international average with actual results of 477.2.

Reading

The school has two spacious, well-resourced libraries, one dedicated to Kindergarten (Phase 1) and the other for phases 2, 3 and 4. Both libraries provide students with a wealth of age-appropriate literature and research materials aligned with the English and Arabic curricula, as well as books in multiple languages reflecting the diverse school community. The libraries house an extensive collection, including 30,000 English books, 2,000 Arabic books, and 12,000 research and reading books.

Each library is strategically designed to foster a culture of reading and research. The kindergarten library is

designed specifically for young learners, featuring a reading tent, interactive story areas, and phonics-based resources to develop early literacy. The secondary library is equipped with breakout spaces, collaboration hubs, and quiet study zones, supporting both independent research and group learning. Digital resources and research databases are accessible in both libraries, ensuring students develop strong digital literacy and research skills.

The school-wide reading culture is deeply embedded through well-structured literacy programs and purposeful classroom reading areas. Classrooms in phases 1 and 2 include dedicated reading corners with visual literacy displays linked to curriculum topics, supporting vocabulary development and comprehension.

All students attend timetabled library lessons, providing structured opportunities to develop their reading fluency, comprehension skills, and research abilities.

Reading is seamlessly integrated across all subjects and phases. Students participate in literacy-focused lessons, where teachers emphasize subject-specific vocabulary, comprehension strategies, and analytical thinking. Specialist librarians deliver engaging lessons exploring poetry, global literature, and diverse texts, fostering a love for reading and enabling students to read for both purpose and pleasure. Additionally, students engage in structured reading initiatives, book clubs, and competitions, further strengthening their literacy skills and instilling a lifelong passion for reading.

To enhance accessibility and engagement, the school provides structured interventions for students needing additional literacy support, including phonics development in early years and targeted comprehension programs in upper grades.

Assessment systems are systematically implemented to track student progress in reading, ensuring that reading proficiency is continuously monitored and developed.

Strengths of the school

- The principal, board of governors, and senior leadership team provide an exceptionally clear strategic direction, fostering an ambitiously high-performing, inclusive and student-centered learning environment.
- The exceptional provision in KG (Phase 1) and teachers' very strong subject expertise and pedagogical skills ensure that students enthusiastically develop foundational skills, making an excellent start to their educational journey.
- Students' highly effective learning skills, fostered by embedded critical thinking, collaboration, and problem-solving, result in very good achievement and prepare them for future challenges.
- The school nurtures students' social responsibility, environmental awareness, and leadership skills, encouraging them to actively engage in sustainability and community service initiatives.
- The school has exceptional arrangements for health, safety, security, and student behavior, ensuring a safe, supportive, and nurturing school environment.
- Well-being programs, pastoral care, and student support services are highly effective, ensuring students' social, emotional, and academic needs are met.
- Highly effective collaboration with parents strengthens school-community ties and supports student success.

Key Recommendations

1. Raise students' achievement to become consistently at least very good by:

- providing more opportunities for students to practice reading comprehension and extended writing skills in both English and Arabic languages.
- providing structured opportunities for students to strengthen their speaking fluency, across all subjects and phases, particularly in English-medium subjects.
- planning regular opportunities for students to enhance their critical thinking, problem-solving, inquiry and independent learning skills in lessons and beyond the classroom.
- enhancing students' ability to connect learning across subjects and apply knowledge to real-world situations through the integration of cross-curricular learning experiences.

2. Raise student performance on international assessments to consistently meet or exceed both international benchmarks and school targets by:

- addressing specific areas of underperformance identified in TIMSS and PISA results.
- strengthening the alignment of curriculum, instruction, and assessment practices with international benchmarks.
- providing professional development for teachers, emphasizing the application of effective instructional strategies that promote critical thinking, problem-solving, and deep conceptual understanding.
- reinforcing foundational scientific and mathematical concepts and inquiry skills starting from lower grades.

3. Further, enhance teaching and assessment quality:

- engaging students in routine self- and peer-assessment to reflect on their progress and develop metacognitive skills.
- ensuring teachers consistently plan well-differentiated work to meet the needs of different groups of learners.
- ensuring school leaders strengthen assessment moderation processes to improve the accuracy of self-evaluation (SEF) judgments on student achievement.

4. Improve aspects of the leadership to raise effectiveness to a consistently outstanding level, by:

- integrating subject heads of departments into lesson monitoring and evaluation to strengthen instructional consistency across all subjects.
- ensuring school leaders strengthen assessment moderation processes to improve the accuracy of self-evaluation (SEF) judgments on student achievement.
- refining the SEF process to clearly summarize strengths, areas for improvement, and targeted actions to inform school development planning.
- advancing governance-led leadership training initiatives, particularly in rapid school improvement planning, to equip school leaders with the skills necessary to drive sustained schoolwide improvement.

Overall School Performance: **Very Good**

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

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

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

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

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

PS6: Leadership and Management


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

Inspection findings


PS1: Students’ achievements

Islamic Education


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




Holy Qur’an and Hadeeth




Islamic values and principles




Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The school’s analysis of internal assessment data at the end of the2023/24 against the Ministry of Education (MoE) curriculum standards for Islamic education indicates that most students in phases 1, 2 and 3, and Phase 4 under the IB curriculum, and the large majority in Phase 4 under the American curriculum attain levels that are above curriculum standards.
- The school has no external national or international assessments for Islamic education in grades 1 to 11. Results of Grade 12 MoE examination at the end of the AY2023/24 indicate that most students attain levels that are above the standards.
- In lessons and their recent work, a large majority of students in phases 1, 2 and 4, while the majority in Phase 3 demonstrate knowledge of Islamic principles, values, the Holy Qur’an and noble Hadith that exceeds MoE curriculum standards.
- Over the past three years, internal assessment data indicates consistent outstanding attainment in phases 1 and 2. In Phase 3, attainment is fluctuating, being outstanding in the AY2021/22, declining to very good in the AY2022/23, and improving back to outstanding in the AY2023/24. In Phase 4, under the American curriculum, attainment regresses from outstanding in the AY2021/22 and the AY2022/23 to very good in the AY2023/24. In Phase 4, under the IB curriculum, students’ attainment is fluctuating, regressing from outstanding in the AY2021/22 to weak in the AY2022/23, before improving back to outstanding in the AY2023/24. MoE external assessment data over the past three years consistent with outstanding attainment in Grade 12.
- The school’s analysis of internal assessment for the AY2023/24 data indicates that the large majority of

students in Phases 1, 2 and 3, and in Phase 4 under the IB curriculum, and most students in Phase 4 under the American curriculum make better than expected progress over time in relation to their starting points at the beginning of the academic year.

- In lessons and their recent work, the large majority of students in phases 1, 2 and 4 and the majority in Phase 3 make better than expected progress in relation to appropriate learning objectives that are aligned with curriculum standards.
- The school's analysis of internal assessment data for the progress of different groups of students indicates that in Phase 1, boys, girls, Emirati students and low and high attainers make outstanding progress, while students with additional learning needs, including students of determination, make weak progress. In Phase 2, while boys, girls, Emirati students, high attainers, students with additional learning needs, including students of determination, and gifted and talented students make outstanding progress, low attainers make good progress. In Phase 3, high attainers make outstanding progress; however, boys, girls, Emirati students and low attainers make good progress, whereas students with additional learning needs, including students of determination, make good progress. In Phase 4, under the American curriculum, while boys, girls, Emirati students, high attainers, and students with additional learning needs, including students of determination, make outstanding progress, low attainers make acceptable progress. Whereas in Phase 4, under the IB curriculum, boys and Emirati students make outstanding progress, high attainers make very good progress, while girls and students with additional learning needs, including students of determination, make good progress. No gifted and talented students are identified in phases 1, 3 and 4. In lessons, boys, girls, and Emirati students make similar progress across the school. However, low- and high-attainers do not consistently reach their full potential. Throughout the school, students with additional learning needs, including students of determination, make the expected progress toward their individual targets.

Next Steps:

1. Strengthen support for students with additional learning needs, including students of determination.
2. Develop targeted intervention plans to ensure consistent support for low-attaining students, particularly in Phase 4 under both the American and IB curricula, enabling these students to consistently achieve better-than-expected progress.

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	Very Good	Good	Good	Very Good ↑
	Progress	Very Good	Good	Good	Very Good ↑

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the Ministry of Education (MoE) curriculum standards for Arabic as a first language (AFL) indicates that the large majority of students in phases 1, 2 and 3, and most students in Phase 4 attain levels that are above curriculum standards.
- The school has no external national or international assessments for AFL in grades 1 to 11. Results of the grade 12 MoE examination at the end of the AY2023/24 indicate that the large majority of students attain levels that are above curriculum standards.
- In lessons and their recent work, the large majority of students in phases 1 and 4, and the majority in phases 2 and 3 attain levels that are above curriculum standards.
- Over the past three years, attainment in phases 1 and 3 has consistently been very good. In Phase 2, attainment has declined, from outstanding in the AY2021/22 to very good in the last two academic years. Conversely, Phase 4 shows an upward trajectory, improving from very good in the AY2021/22 and the AY2022/23 to outstanding in the AY2023/24. However, Grade 12 MoE results indicate a downward trend, with outstanding attainment in the AY2021/22 and the AY2022/23 before declining to very good in the AY2023/24.
- The school's analysis of internal assessment data for the AY2023/24 indicates that the large majority of students in phases 1, 3 and 4 and most students in Phase 2 make better than expected progress from their starting points at the beginning of the academic year.
- In lessons and their recent work, the large majority of students in phases 1 and 4, and the majority in phases 2 and 3 make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of internal assessment data for the progress of different groups of students indicates that while boys and girls make similar progress in phases 1, 2 and 3 with very good progress in phases 1 and 3 and outstanding progress in Phase 2, in Phase 4, girls make outstanding progress, and boys make very good progress. While Emirati students make very good progress in phases 2 and 3, they only make weak progress in phases 1 and 4. While high attainers make outstanding progress across phases, low attainers make similar

progress in phases 1, 2 and 3, and good progress in Phase 4. Students with additional learning needs, including students of determination, make outstanding progress in phases 2 and 4, good progress in Phase 3 and only acceptable progress in Phase 1. With no gifted and talented students identified in phases 1, 3 and 4, those in Phase 2 make outstanding progress. In lessons, students with additional learning needs, including students of determination, and low attainers receive insufficient support to achieve expected progress. High attainers could make better progress in phases 2 and 3 with more challenge.

Next Steps:

1. Enhance reading fluency and articulation to ensure students express their understanding clearly and coherently, particularly in Phase 3.
2. Elevate creative writing skills in Phase 4, focusing on expanding students' ability to go beyond accurate text response.
3. Provide appropriate support, particularly for Emirati students in phases 1 and 4, and low attainers and students with additional learning needs, to ensure consistent progress.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the Ministry of Education (MoE) curriculum standards for Arabic as a second language (ASL) indicates that the large majority of students in phases 2, 3, and 4, and most students in Phase 4 in the IB curriculum attain levels above curriculum standards.
- The school has no external national or international assessments for ASL in grades 1 to 11. The majority of Grade 12 students in the IB curriculum who sit for the MoE external assessment attain levels above curriculum standards.
- In lessons and their recent work, the majority of students in phases 2, 3 and 4 demonstrate listening, understanding, and comprehension skills that are above curriculum standards.
- Over the past three years, attainment in phases 2 and 3 has been consistently very good. In Phase 4, under the American curriculum, attainment regressed from outstanding in the AY2021/22 to very good in the last two academic years. Whereas in Phase 4 under the IB curriculum, attainment has been fluctuating, regressing from outstanding in the AY2021/22 to very good in the AY2022/23, before improving to outstanding again in the AY2023/24. MoE assessment results indicate a regression in grade 12 attainment from very good in the AY2021/22 to good in the last two academic years.
- The school's analysis of internal assessment data for the AY2023/24 indicates the large majority of students in phases 2, 3 and 4 make above-expected progress over time and from their starting points. Data further indicates that most students in Phase 4 under the IB curriculum make the expected progress in relation to their starting points at the beginning of the academic year.
- In lessons and their recent work, a majority of students in phases 2, 3 and 4 make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of internal assessment data for the progress of different groups of students indicates that in Phase 2, boys, girls, high and low attainers, and students with additional learning needs, including students of determination, make outstanding progress, with no gifted and talented students identified. In Phase 3, while gifted and talented students make outstanding progress, girls, high attainers, and students with additional learning needs, including students of determination, make very good progress, and boys make good progress. Data indicates that in Phase 4, under the American curriculum, boys, girls, and high attainers make very good progress, whereas gifted and talented students make acceptable progress, and students with additional learning needs, including students of determination, only make weak progress. However in Phase 4 under the IB curriculum, students with additional learning needs, including students of determination, make outstanding progress, girls and high attainers make good progress, while boys make acceptable progress. No lower-attaining students are identified in phases 3 and 4. Lesson observations confirm that students with students with additional learning needs, including students of determination, and low attainers receive insufficient support to meet expected progress. While high attainers make progress could make better progress with increased challenge.

Next Steps:

1. Strengthen expressive language skills to enhance students' ability to use a wider range of vocabulary and complex sentence structures, particularly in Phase 2.
2. Enhance proficiency in extended writing and standard Arabic speaking skills as well as linguistic accuracy, across phases 2, 3 and 4.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

Findings:


- The school's analysis of internal assessment data at the end of the AY2023/24 against the Ministry of Education (MoE) curriculum standards for UAE social studies indicates that most students in Phase 2 and the large majority in Phase 3 attain levels above curriculum standards.
- The school has no external national or international assessments for UAE social studies.
- In lessons and their recent work, the large majority of students in phases 2 and 3 demonstrate well-developed knowledge and understanding of citizenship, UAE heritage and culture, and the individual and society, often performing above MoE curriculum standards.
- Over the past three years, internal assessment data indicates that attainment has been consistently outstanding in Phase 2, while in Phase 3 it regressed from outstanding in the AY2021/22 to very good in the past two academic years.
- The school's analysis of internal assessment data for the AY 2023/24 indicates that a large majority of students in Phase 2 and most students in Phase 3 make better-than-expected progress, over time and from their starting points at the beginning of the academic year.
- In lessons and their recent work, a large majority of students in phases 2 and 3 make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of internal assessment data for the progress of different groups of students indicates that in Phase 2, boys, girls, Emirati students, low attainers and students with additional learning needs, including students of determination, make outstanding progress, while high attainers make very good progress. In Phase 3, while boys, high attainers, and students with additional learning needs, including students of determination, make outstanding progress, girls and Emirati students make very good progress, whereas low attainers make good progress. No gifted and talented students are identified in the two phases.

Next Steps:


1. Implement targeted support strategies for lower-attaining students, particularly in Phase 3, to accelerate their progress and narrow achievement gaps across all areas of UAE social studies.

English


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




Speaking



Listening



Reading



Writing

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

Findings:

- The school’s analysis of internal assessment data at the end of the AY2023/24 against the American Education Reaches Out (AERO) Common Core Plus Standards (CCPS) for English Language Arts (ELA), indicates that most students in phases 1,3 and 4, and the majority in Phase 2, attain levels above curriculum standards. In Phase 4, most students attain levels above the International Baccalaureate Diploma Program (IBDP) curriculum standards.
- The school has no external national or international assessments for the English language in Phase 1. In Measures of Academic Progress (MAP) examinations administered in the Fall and Spring of the AY2023/24, in the Fall window, MAP results indicate weak attainment in reading across phases 2, 3, and 4. In language use, attainment was weak in phases 2 and 3, but very good in Phase 4. In the Spring window, MAP results continue to indicate weak attainment in reading across phases 2, 3, and 4. In language use, attainment remained weak in phases 2 and 3, while it regressed to good in Phase 4. Advanced Placement (AP) external examination results indicate acceptable attainment in Grade 12. Additionally, high school students who took the International Baccalaureate (IB) Diploma exam in the AY2023/24 made very good attainment. In PISA 2022, 15-year-old high school students, achieved a reading score of 497.3, exceeding the PISA international average, however remaining below the school’s target of 540.
- In lessons and in their recent work, most students in Phase 4, the large majority in phases 1 and 3, and a majority in Phase 2 attain levels that are above curriculum standards.
- Over the past three years, the school's internal assessment data consistently good attainment in Phase 2 and outstanding attainment in phases 3 and 4 against the AERO CCPS. In Phase 1, attainment demonstrates an upward trajectory, improving from very good in the AY2021/22 and the AY2022/23 to outstanding in the AY2023/24. Students’ attainment against the IBDP curriculum standards in Phase 4 has been fluctuating, regressing from outstanding in the AY2021/22 to weak in the AY2022/23, before improving again to outstanding in the AY2023/24. Trends in MAP assessments over the past three years indicate consistent weak attainment in reading in phases 2 and 3. In contrast, Phase 4 shows an upward trend, with attainment improving from weak in the AY2021/22 and the AY2022/23 to very good in the AY2023/24. A similar pattern is observed in language use, where phases 2 and 3 indicate consistent weak levels over the three years, while Phase 4 demonstrates an upward trajectory, improving from weak in the AY2021/22 and the AY2022/23 to

good in the AY2023/24.

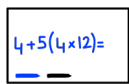
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phase 1, the large majority in phases 2 and 3, and the majority in Phase 4 make better than expected progress from their starting points and against relevant curriculum standards. Analysis of external MAP examination results indicates weak progress across phases 2, 3, and 4 in reading and language use from Fall AY2022/23 to Fall AY2023/24.
- In lessons and their recent work, the large majority of students across phases make better-than-expected progress against appropriate learning objectives that are in line with the relevant curriculum standards.
- The school's analysis of internal assessment data for the progress of different groups of students indicates that boys and girls make similar progress across all phases against the AERO CCPS, with outstanding progress in Phase 1, very good progress in Phases 2 and 3, and good progress in Phase 4. While boys make very good progress against the IBDP curriculum standards in Phase 4, girls make good progress. While Emirati students make outstanding progress in Phase 1, they make very good progress in Phase 2, good progress in Phase 4 against both the AERO CCPS and IBDP curriculum standards, and only make weak progress in Phase 3. Lower-attaining students make acceptable progress in Phase 1 and weak progress in Phase 2, with none identified across the other phases. Higher-attaining students make very good progress across phases 2, 3, and in Phase 4 against both the AERO CCPS and IBDP curriculum standards, with none identified in Phase 1. Students with additional learning needs, including students of determination, make very good progress in Phase 1 and in Phase 4 against the IBDP curriculum standards, good progress in phases 2 and 3, and acceptable progress in Phase 4 against the CCPS. With no gifted and talented students identified in Phase 1, these students make outstanding progress in Phases 2, 3, and 4 against the CCPS.

Next Steps:

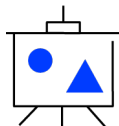
1. Address consistently weak reading comprehension and language use skills, as indicated by MAP assessments.
2. Strengthen extended writing skills to enhance students' ability to organize, elaborate, and structure their ideas effectively, particularly in Phases 2 and 3.
3. Implement differentiated strategies to cater for the specific needs of Emirati students in Phase 3, and low attainers in Phase 2, and accelerate their progress.

Mathematics

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



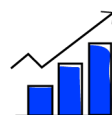
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

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

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the American Education Reaches Out (AERO) Common Core Plus Standards (CCPS) for mathematics, indicates that most students in phases 1 and 4, and the large majority in phases 2 and 3 attain levels above curriculum standards. In Phase 4, most students attain levels above curriculum standards aligned with the International Baccalaureate Diploma Program (IBDP).
- The school has no external national or international assessments for mathematics in Phase 1. In external Measures of Academic Progress (MAP) examinations, administered in the Fall and Spring of AY2023/24, in the Fall window, MAP results indicate weak attainment in phases 2 and 3, but good in Phase 4. In the Spring window, results indicate weak attainment across phases 2, 3, and 4. Advanced Placement (AP) examination results for the AY2023/24 indicate weak attainment in Grade 12. Similarly, Grade 12 students who took the International Baccalaureate (IB) Diploma exam in the AY2023/24 made weak attainment. In PISA 2022, 15-year-old students scored 482.8 which exceeds the international average however remains below the school's target of 550. Results of Grade 4 students in TIMSS 2023 indicate a mathematics score of 479.9, which falls below the target of 530. While the results of Grade 8 students in TIMSS 2023 reflect stronger performance than in Grade 4, with a score of 530.23, it remains below the target of 542.
- In lessons and their recent work, a large majority of students in phases 1 and 2 and most students in phases 3 and 4 demonstrate levels of mathematical knowledge, skills, and understanding that are above curriculum standards.
- Over the past three years, the school's internal assessment data indicates consistent very good attainment in Phase 2, and outstanding attainment in Phase 4 against the AERO CCPS. In Phase 1, attainment demonstrates an upward trajectory, improving from good in the AY2021/22 and the AY2022/23 to outstanding in the AY2023/24. In contrast, Phase 3 shows a downward trend, where attainment regressed from outstanding in the AY2021/22 and the AY2022/23 to very good in the AY2023/24. In Phase 4, students' attainment against the IBDP curriculum standards has been fluctuating, regressing from very good in the AY2021/22 to weak in the AY2022/23, before improving to outstanding in the AY2023/24. Trends in MAP assessments over the past three years indicate consistent weak attainment in phases 2 and 3. In Phase 4, attainment initially followed an upward trajectory, improving from weak in the Fall of the AY2021/22 and the AY2022/23 to good in the Fall of the AY2023/24. However, this progress was not sustained, as attainment

regressed back to weak in the Spring of the AY2023/24.

- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phase 1 and the large majority in phases 2 and 3 make better than expected progress from their starting points. In Phase 4, the majority of students make better than expected progress in relation to learning objectives aligned to AERO CCPS and their starting points, while the large majority make better than expected progress over time against IBDP curriculum standards. Analysis of external MAP examination results indicates that less than three-quarters of students across phases 2, 3, and 4 make the expected progress in mathematics from Fall AY2022/23 to Fall AY2023/24.
- In lessons and their recent work, the large majority of students in phases 1 and 2 and most students in phases 3 and 4 make better than expected progress against appropriate learning objectives in line with the relevant curriculum standards.
- The school's analysis of internal assessment data for the progress of different groups of students indicates that boys, girls, Emirati students, low attainers, and students with additional learning needs, including students of determination, make outstanding progress in Phase 1, with no high attainer or gifted and talented students identified in the phase. In Phase 2, while high attainers and gifted and talented students make outstanding progress, boys, Emirati students and students with additional learning needs, including students of determination make very good progress, girls make good progress and low attainers make acceptable progress. In Phase 3, low attainers, high attainers, and gifted and talented students make outstanding progress, whereas girls make very good progress, boys make good progress and Emirati students make acceptable progress. In Phase 4, against the AERO CCPS, gifted and talented students make outstanding progress, while high attainers make very good progress, boys and girls make good progress, and Emirati students make acceptable progress. Against the IBDP curriculum standards, boys, high attainers and students with additional learning needs, including students of determination in Phase 4 make very good progress, whereas girls and Emirati students make good progress.

Next Steps:

1. Enhance number sense and fluency to support more confident number recognition and pattern identification in Phase 1.
2. Strengthen computational fluency and conceptual understanding of multiplication to ensure greater consistency in numerical reasoning in Phase 2.
3. Accelerate students' ability to interpret and graph word problems to enhance their problem-solving accuracy and real-world application of mathematical models in phases 3 and 4.

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	Outstanding	Very Good ↓	Outstanding	Very Good ↓
	Progress	Outstanding	Very Good ↓	Outstanding	Very Good ↓

Findings:

- The school's analysis of internal assessment data at the end of the AY2023 against the Next Generation Science Standards (NGSS) indicates that the large majority of students in Phase 2 and most students in Phase 3 attain levels above curriculum standards. In Phase 1, most students attain levels above the Core Knowledge Science (CKSci) curriculum, which is aligned with NGSS and CCPS. In Phase 4, most students attain levels above NGSS expectations in physics, chemistry, and biology, against both the International Baccalaureate Diploma Program (IBDP) and Advanced Placement (AP) courses.
- The school has no external national or international assessments for science in Phase 1. In external Measures of Academic Progress (MAP) examinations administered in the Fall and Spring of AY2023/24, in the Fall window, results indicate weak attainment in phases 2 and 3, but good in Phase 4. In the Spring window, however, results indicate weak attainment across phases 2, 3, and 4. Advanced Placement (AP) external examination results of the AY2023/24 indicate weak attainment in biology and chemistry and very weak attainment in physics. International Baccalaureate (IB) Diploma exam results in the AY2023/24 indicate acceptable attainment in biology and physics and weak attainment in chemistry. Results of 15-year-old students' PISA 2022 indicate a science score of 477.2, which falls below the international average and the school's target of 535.1. Results of Grade 4 students in TIMSS 2023 indicate a science score of 482.95, which is below the target of 530. While results of Grade 8 students indicate a science score of 532.9, which is a stronger achievement than in Grade 4, yet remains below the target of 553.
- In lessons and their recent work, most students in phases 1 and 3 and a large majority in phases 2 and 4 demonstrate levels of scientific knowledge, skills and understanding above curriculum standards.
- Over the past three years, the school's internal assessment data in science indicates consistent outstanding attainment in Phase 3. In Phase 1, no discernible trends in attainment have been observed, as data has only been provided for the last academic year. Phase 2 data indicates fluctuations, with attainment improving from very good in the AY2021/22 to outstanding in the AY2022/23 and back to very good in the AY2023/24. In Phase 4 science specialty classes, physics attainment against NGSS fluctuated, declining from outstanding in the AY2021/22 to very good in the AY2022/23 before rebounding to outstanding in the AY2023/24, while against IBDP, students' attainment improved from weak in the AY2021/22 and the

AY2022/23 to outstanding in the AY2023/23. Chemistry attainment remained consistently outstanding over all three years against NGSS, while it improved from weak in the AY2021/22 and the AY2022/23 to outstanding in the AY2023/23 against IBDP curriculum standards. Student attainment in biology indicated a positive trend against NGSS, improving from very good in the AY2021/22 and the AY2022/23 to outstanding in the AY2023/24, whereas students' attainment in biology against IBDP curriculum standards was fluctuating; regressing from very good in the AY2021/22 to good in the AY2022/23 and improving again to outstanding in the AY2023/24. In contrast, MAP assessment trends reveal consistent weak attainment in phases 2 and 3. Phase 4 MAP attainment data indicates fluctuation, with a decline from good in the Fall of the AY2021/22 to weak in the Fall of the AY2022/23, followed by a temporary recovery to good in the Fall AY2023/24. However, this progress was not sustained, as attainment regressed to weak in the Spring of the AY2023/24.

- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in phases 1 and 3, and the large majority of students in Phase 2 make better than expected progress from their starting points. In Phase 4, the large majority of students make better than expected progress in physics, chemistry, and biology in relation to NGSS-aligned learning objectives and their starting points. Whereas against the IBDP curriculum standards, most Phase 4 students make better than expected progress in physics, a large majority make better than expected progress in biology, and most students make the expected progress in chemistry. However, analysis of MAP results reveals that less than three-quarters of students in phases 2, 3, and 4 make the expected progress in science from Fall AY2022/23 to Fall AY2023/24.
- In lessons and their recent work, most students in phases 1 and 3, and the large majority in phases 2 and 4 make better than expected progress against appropriate learning objectives in line with relevant curriculum standards.
- The school's analysis of internal assessment data for the progress of different groups of students indicates that in Phase 1, boys, girls and Emirati students make outstanding progress, and students with additional learning needs, including students of determination, make very good progress, while low attainers only make weak progress, with no high attainers or gifted and talented students identified in the phase. In Phase 2, while gifted and talented students make outstanding progress, boys, girls, Emirati students, high attainers, and students with additional learning needs, including students of determination, make very progress, and low attainers continue to make weak progress. In Phase 3, boys, girls, low and high attainers, and gifted and talented students make outstanding progress, while students with additional learning needs, including students of determination, make very good progress, and Emirati students only make weak progress. In Phase 4, against NGSS, boys make very good progress in physics, chemistry and biology, while against IBDP curriculum standards, they make outstanding progress in physics, good progress in chemistry, and very good progress in biology. While girls make outstanding progress in physics and biology and very good progress in chemistry against NGSS, they make acceptable progress in all three specialty sciences against IBDP curriculum standards. Emirati students make very good progress in physics and biology, and good progress in chemistry, against NGSS. They make outstanding progress in physics, good progress in chemistry, and weak progress in biology against IBDP curriculum standards. Progress data for low attainers in Phase 4 is only available of physics and biology against NGSS, where low attainers make acceptable progress on both. Higher attaining students make outstanding progress in physics and chemistry, and very progress in biology against NGSS, whereas they make very good progress in physics, and good progress in chemistry and biology against IBDP curriculum standards. Data further indicates that students with additional learning needs, including students of determination, make outstanding progress in physics and good progress in chemistry against both NGSS and IBDP curriculum standards. They however make very good progress in biology against NGSS and acceptable progress against IBDP curriculum standards. Progress data for gifted and talented students in Phase 4 is only available of biology against NGSS, where they make acceptable progress.

Next Steps:

1. Strengthen inquiry and investigative skills to enable students to ask questions, plan investigations, and analyze data in phases 2 and 3.

2. Elevate scientific reasoning and communication to ensure students construct explanations, engage in argument from evidence and articulate ideas effectively in Phase 4.
3. Ensure that all phases incorporate consistent and varied scientific inquiry activities to deepen students' understanding and application of scientific processes.

Learning Skills

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

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

Subject	KG	Cycle 1	Cycle 2	Cycle 3
Learning Skills	Outstanding	Very Good ↓	Very Good ↓	Very Good ↓

Findings:

- In Phase 1, students are enthusiastically engaged in their learning, demonstrating age-appropriate awareness and exceptional motivation. They confidently explore new concepts, ask insightful questions and actively connect prior knowledge to new learning. Their ability to reflect on their progress and take purposeful actions to improve is highly developed, supporting independent and inquiry-based learning at an outstanding level, although to a lesser extent in Arabic-medium subjects. In phases 2, 3 and 4, students exhibit high levels of motivation and active engagement in their learning. They understand their strengths and weaknesses and take purposeful steps to improve, though their ability to identify and act on next steps in learning and set goals is still developing. In Phase 3, students require further development of personal responsibility towards learning to foster greater independence, particularly in Arabic-medium subjects.
- Students across all phases demonstrate very effective collaboration and interaction in diverse learning environments, consistently working towards shared objectives. They make meaningful connections between new learning and prior knowledge through insightful questioning. However, communication of student learning needs improvement, particularly for English Language Learners (ELLs).
- Students regularly establish connections between areas of learning and apply their knowledge to real-world situations. However, these connections are less evident in mathematics and science lessons in the higher phases, where deeper application of learning remains an area for further development.
- Opportunities for students to cultivate a climate and culture of innovation and entrepreneurial skills are embedded through extracurricular activities. The Design course provides a strong platform for creativity and innovation, especially in phases 3 and 4. In lessons, students demonstrate highly developed technological proficiency, using digital tools effectively to enhance their learning. Project-based learning is consistently applied, allowing students to develop strong problem-solving and critical-thinking skills, reinforcing their ability to innovate and adapt knowledge across different contexts.

Next Steps:

1. Elevate goal-setting and self-reflection skills to enhance students' ability to identify the next steps in learning and take purposeful actions for improvement in Phases 2, 3, and 4.
2. Expand real-world application of learning to deepen students' ability to transfer knowledge across subjects, especially in mathematics and science, particularly in higher phases.

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

Personal Development

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

Findings:

- Students have highly positive and responsible attitudes toward learning. They take great pride in their achievements and exhibit determination, persistence and dedication in reaching their goals. While generally independent, some students show hesitation in stepping outside their comfort zones and taking risks in their learning. However, they respond well to constructive feedback, seeing it as an opportunity for growth and improvement. Encouraging approaches, such as recognition and reward systems like Critter Coins and monthly assemblies, effectively nurture their sense of responsibility and accountability.
- Student behavior in school is exemplary. According to school data analysis, there has been a marked decrease in incidents due to the effective implementation of behavior monitoring systems, guided by the Positive Behavioral Interventions and Supports (PBIS) framework. The structured behavior and referral flowchart ensures early intervention, promotes accountability, and fosters self-discipline among students, though this is less evident in Phase 3. These measures contribute to maintaining a safe and nurturing environment, where positive behavior is consistently demonstrated, and bullying incidents remain low.
- The school community is built on mutual trust, respect, and encouragement, fostering a welcoming and inclusive environment. Well-organized orientations, counseling lessons, and advisory classes, along with teachers’ modeling of caring and empathetic behavior, enhance students’ confidence and sense of stability. Across the school, students exhibit compassion and concern for the needs of others, particularly those with additional learning needs or disabilities.
- Students demonstrate secure attitudes and understanding of safe and healthy living. They are aware of the hot weather policy and the importance of staying hydrated. Opportunities to engage in physical activity are provided throughout the school day during PE classes and extracurricular activities. However, some students continue to make unhealthy food choices, indicating an area for further reinforcement.
- Attendance and punctuality are improving, as indicated by school data from the past three years. Overall attendance for the last term was 95%, reflecting a good level overall. However, in Phase 1, attendance remains at 93%, which is at an acceptable level and an area for further improvement.

Next Steps:

1. Cultivate an awareness culture of attendance expectations to help students and parents understand its direct impact on academic success and achieve consistent attendance, especially in Phase 1.
2. Reinforce healthy lifestyle choices to ensure students make informed decisions about nutrition and well-being in all phases.
3. Foster risk-taking in learning to encourage students to step outside their comfort zones and engage in challenging, inquiry-based tasks in all phases.

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 secure appreciation and understanding of Islamic values and the culture of the United Arab Emirates (UAE). They recognize how these values shape the multicultural society of the UAE and show respect, tolerance and appreciation for Islamic practices, such as Ramadan and Eid. They can discuss in detail how they integrate Islamic values into their daily school life, such as showing consideration for fasting students and participating in celebrations like the Islamic New Year and the Prophet Muhammad’s (PBUH) birthday.
- Students exhibit a deep respect for Emirati heritage and culture and can articulate its impact on different aspects of society. Heritage awareness is embedded in subjects, such as Islamic education, Arabic and UAE social studies, reinforcing their understanding. All students across the school actively take part in national celebrations, including National Day, Flag Day and Martyrs’ Day. Across all levels, students can discuss key aspects of the UAE, including its history, food, economy and leadership, and they value the country’s diversity.
- Students also demonstrate a high level of cultural awareness and appreciation for their own heritage as well as the various cultures represented within their school and community. They interact positively and respectfully with people from diverse backgrounds and recognize shared cultural elements within their school environment. International Day celebrations and cultural activities provide students with opportunities to immerse themselves in global cultures, further enriching their awareness and appreciation of diversity, particularly those represented in the school.

Next Steps:

1. Enhance student-led initiatives celebrating Emirati heritage to foster a deeper appreciation of UAE history, traditions and contributions in all phases.
2. Expand cultural awareness and global citizenship skills to strengthen students’ understanding of diverse traditions and their role in a multicultural society in all phases, including Phase 1.
3. Deepen connections between Islamic values and daily life to enhance students' ability to apply these principles in their interactions and decision-making in all phases.

Social responsibility and innovation skills

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

Findings:

- Students and their leadership at school actively engage in impactful, well-planned volunteer initiatives that create meaningful change within the school and the wider community. They take on significant responsibilities, demonstrating a strong sense of ownership and commitment to school development while showing exceptional empathy and concern for others. Students proactively lead a variety of transformational initiatives, including Ramadan campaigns, the Gaza campaign and organizing major UAE National events, leaving a lasting impact on their peers and the broader community.
- Students exhibit an exceptional work ethic, with many taking on leadership roles with confidence, creativity, and a strong sense of initiative. Through well-structured projects and entrepreneurial activities, they actively shape a positive and inclusive school culture, fostering social responsibility and leadership at all levels. Their entrepreneurial mindset is nurtured, allowing them to develop and implement innovative solutions to real-world challenges.
- The school fosters a spirit of curiosity, creativity, and innovation, ensuring students are deeply engaged in entrepreneurial projects and problem-solving activities. The curriculum is designed to develop critical thinking, collaboration, and advanced technological proficiency, equipping students with the skills needed to become future-ready, innovative thinkers who thrive in an evolving global landscape.
- Students demonstrate an advanced understanding of environmental sustainability, taking proactive and self-directed initiatives to improve their school environment. They lead and participate in conservation projects beyond the school, recognizing the interconnection between economic decisions and environmental impact. Their commitment to sustainability reflects a deep awareness of global responsibility, reinforcing their role as active changemakers within their community and beyond.

Next Steps:

1. Expand student leadership opportunities to enhance their ability to initiate and lead impactful community and school-wide projects in all phases, including Phase 1.
2. Strengthen entrepreneurial and problem-solving skills to empower students to develop innovative solutions to real-world challenges in all phases.
3. Deepen environmental sustainability initiatives to foster student-driven actions that promote conservation and responsible decision-making in all phases, including Phase 1.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers across the school demonstrate very strong subject knowledge and a deep understanding of how students learn. In Phase 1, teaching is stronger with highly effective, with teachers demonstrating expert knowledge in ways that encourage active exploration and discovery-based learning. In Phases 2, 3, and 4, teachers effectively explain key concepts. Across all phases, teachers provide accurate and insightful explanations, though, in some lessons in the upper phases, further emphasis on higher-order conceptual depth would strengthen students' deeper understanding.
- Lessons are consistently planned with clear and measurable learning objectives that align with curriculum standards. In Phase 1, planning is designed to engage students in a play-based approach, with inquiry-driven activities that inspire their use of imagination, curiosity, and critical thinking. In Phases 2, 3 and 4, planning is designed to motivate learning in a manner that is interesting. Most lessons are structured with highly well-sequenced activities that promote student engagement and progress. The recent introduction of Universal Design for Learning (UDL) and Project-Based Learning (PBL) is enhancing learning opportunities across the school. However, in some lessons, planning could be further refined to ensure all activities challenge students at an appropriate depth and fully develop their independent learning skills.
- Teacher-student interactions across all phases promote keen engagement and a willingness to learn in Phases 2, 3, and 4. In Phase 1, students are always actively engaged through exploratory learning, fostering their sense of independence and curiosity. In Phases 2, 3, and 4, teachers encourage participation, though in a minority of lessons, questioning does not always challenge students to think critically or justify their reasoning. Opportunities for students to fully develop their communication skills and express ideas confidently, particularly for English Language Learners (ELLs) in Phases 2, 3, and 4, remain an area for further improvement.
- Teachers effectively differentiate instruction to address the diverse needs of students, ensuring high levels of support and challenge across subjects. In Phase 1, learning is highly personalized, allowing children to explore concepts independently and apply learning in meaningful contexts. In Phases 2, 3, and 4, a few lessons focused more on activity-based variation rather than adjusting learning outcomes to meet individual needs. The introduction of UDL and PBL is beginning to show a positive trend in broadening learning opportunities for all students. Across all phases, teachers set high expectations and provide consistent support to encourage students to reach their full potential.
- Teachers across all phases develop students' critical thinking and problem-solving skills through creative and imaginative learning experiences. In Phase 1, students engage in highly interactive experiential learning journeys, fostering strong cognitive and analytical abilities. In Phases 2, 3, and 4, while critical thinking is embedded in many lessons, innovation and enterprise skills though evident in extracurricular activities are not yet consistently integrated into all lessons. Teachers, particularly in Phases 3 and 4, are highly skilled in developing students' technological proficiency, enabling them to conduct research, think critically, and strengthen independent learning skills.

Next Steps:

1. Strengthen language acquisition and communication skills to support ELLs in articulating ideas confidently and engaging more actively in discussions in Phases 2, 3 and 4.
2. Enhance students' ability to think critically and justify reasoning in Phases 2, 3, and 4.
3. Enhance independent learning skills to ensure students take ownership of their learning and apply knowledge effectively across different contexts in all phases.

Assessment

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

Findings:

- The school has coherent and consistent internal assessment processes across all phases. They are linked well to the school's American Education Reaches Out (AERO) Common Core Plus Standards (CCPS), providing valid, reliable and comprehensive measures of student success in academic and personal development. In Phases 2, 3 and 4, students participate in Measures of Academic Progress (MAP) assessments, developed by NorthWest Evaluation Association (NWEA), for Grades 1 to 10, in two testing windows in Fall and Spring for English, mathematics and science. For science, assessments are supplemented with the Next Generation Science Standards (NGSS), while in Phase 4, students engage with advanced science content above NGSS expectations in physics, chemistry and biology, as part of the International Baccalaureate Diploma Programme (IBDP) and Advanced Placement (AP) courses, which follow their respective curriculum standards. In Arabic-medium subjects, assessments align with the Ministry of Education (MoE) curriculum standards, including Grade 12 MoE examinations for Arabic and Islamic education.
- The school effectively benchmarks students' academic outcomes against appropriate external, national and international expectations. Older students participate in AP and IBDP exams, while students in various phases are assessed against international standards through Programme for International Student Assessment (PISA) 2023, Trends in International Mathematics and Science Study (TIMSS) 2019, and NWEA MAP assessments for English, mathematics and science. These assessments provide comparative data that allows the school to evaluate its performance against national and international standards and make data-driven improvements.
- The school employs a well-developed, systematic and very detailed data analysis system to monitor and track student progress over time. This system identifies trends, strengths and areas for development across different student groups, including boys, girls, Emirati, high-and low-achievers, and students with additional learning needs (ALN), including students of determination, as well as those with gifts and/or talents (G/T). The school's analysis of individual and cohort performance enables informed decisions about student learning gaps, and where to inject systems of support, intervention and curriculum adjustments that ensure continuous improvement.
- Teachers effectively use assessment information to inform lesson planning, curriculum adjustments and targeted interventions to support student progress. Formative and summative assessment data provide insights that help teachers differentiate instruction, adjust learning objectives, and personalize support for students at all levels. However, some inconsistencies exist in how assessment results are used to adapt teaching strategies, particularly in ensuring all groups of students receive appropriately challenging and targeted learning opportunities.
- Teachers demonstrate a very good understanding of their students' strengths and areas for development. Verbal feedback in lessons is clear and constructive, and formative assessment strategies are effectively used to provide personalized guidance and support. Teachers consistently identify students who require additional challenge or intervention and adjust their instructional approach accordingly. However, written feedback in workbooks and online platforms is inconsistent, with some instances lacking explicit next steps and ongoing dialogue to help students independently refine and improve their work. While students are encouraged to reflect on and enhance their learning, both during lessons and through the marking system,

the regular implementation of self- and peer-assessment remains inconsistent across the school. Strengthening these practices would empower students to take greater ownership of their learning and progress, fostering deeper engagement and accountability.

Next Steps:

1. Improve students' ability to use assessment feedback effectively to refine their work, develop independence, and take ownership of their learning in all phases.
2. Strengthen student engagement in self- and peer-assessment to enhance their ability to evaluate their progress, set goals and apply constructive feedback in all phases.
3. Develop students' ability to interpret and act on assessment data to foster deeper understanding of their progress and support targeted improvement in all phases.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The curriculum has a clear and well-defined rationale, fully aligned with the school’s vision, Abu Dhabi’s educational priorities, and UAE national requirements. It is structured to meet internationally recognized standards while integrating local and national expectations. The foundation of the curriculum includes the American Education Reaches Out (AERO) Common Core Plus Standards (CCPS) for English Language Arts (ELA) and mathematics, the Next Generation Science Standards (NGSS) for science, supplemented by Core Knowledge Science (CKSci) in Phase 1, and subject-specific curriculum standards to ensure rigorous academic expectations across all disciplines. In Phase 4, students engage in Advanced Placement (AP) and International Baccalaureate Diploma Programme (IBDP) courses, which follow their respective curriculum standards and provide challenging, globally recognized academic pathways. Arabic-medium subjects strictly adhere to the Ministry of Education (MoE) curriculum standards, including Grade 12 MoE examinations in Arabic and Islamic Education. The curriculum is comprehensive and well-balanced, effectively fostering knowledge, skills, and conceptual understanding across subjects and grade levels while fulfilling all accreditation and statutory requirements.
- The curriculum is exceptionally well-structured, ensuring seamless horizontal and vertical progression across all subjects and phases. However, the vertical alignment between elementary and middle school core subject content requires further refinement to ensure greater coherence and continuity in skill development. Learning pathways are strategically mapped, providing a cohesive, scaffolded approach that enables students to build upon prior knowledge and master essential skills. Transitions between phases are highly effective, equipping students with the academic, personal, and social competencies needed for success at the next stage of their education. The transition from elementary to middle school is particularly well-supported, with targeted programs fostering independence, study skills, and critical thinking abilities. However, further enhancements in curriculum progression and alignment between these phases would strengthen the conceptual depth and preparedness for upper-phase learning.
- The curriculum provides a rich and diverse range of learning opportunities, ensuring that students can pursue their passions, interests, and career aspirations. Older students benefit from an extensive selection of AP and BDP courses, as well as a broad portfolio of electives that foster academic specialization and innovation. Student voice is actively embedded in curriculum planning, with high school students having significant input into elective offerings and the expansion of future course options. This student-centered approach enhances engagement, motivation, and personalized learning pathways, ensuring all students are well-prepared for higher education and future careers.
- Cross-curriculum links are meaningful and planned carefully, particularly those relevant to the UAE’s culture, economy, and global context. Although they are managed well and enhance students’ transfer of learning between different subjects, the depth and consistency of cross-curricular learning—where projects and activities effectively connect topics, standards, and interdisciplinary skills remains inconsistent across subjects, particularly in Phases 2, 3, and 4. Greater emphasis is needed to ensure structured and purposeful integration of cross-curricular competencies, allowing students to apply knowledge across different contexts and subjects more effectively.

- The school conducts regular curriculum reviews, with grade-level and subject teachers meeting to identify gaps and evaluate the curriculum's effectiveness. However, a more systematic approach is required to ensure that curriculum refinements lead to measurable improvements in student learning outcomes, including their aspirations and Emirate and national priorities. While the review process assesses how well the curriculum supports English Language Learners (ELL) and students with varying abilities, there is a need for more targeted adaptations to ensure equitable access to learning. Nonetheless, the revision of the mathematics curriculum for upper phases and literacy levels across phases embed a stronger emphasis on foundational skills.

Next Steps:

1. Ensure curriculum review processes fully support initiatives for ELLs to enhance equitable access to learning and improve language acquisition strategies in all phases.
2. Enhance personalized learning pathways to expand student agency, support diverse aspirations, and align academic opportunities with future career and higher education goals in Phase 4.

Curriculum adaptation

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

Findings:

- The school is successful in ensuring that teachers modify the curriculum to meet the needs of almost all student groups. The curriculum effectively adapts to support students with additional learning needs (ALN), including students of determination, and those with gifts and/or talents (G/T), through documented learning plans (DLPs), such as individualized education plans (IEPs), advanced learning plans (ALPs) and targeted interventions. Although G/T receive curriculum modifications that support their advanced learning needs, both G/T and English Language Learners (ELLs) across all phases and subjects do not always receive the same level of differentiation and targeted support in non-core subject areas. Expanding structured curriculum adaptations across all disciplines would ensure that these students experience consistent challenge, enrichment, and language development opportunities throughout their learning journey.
- The curriculum offers a diverse range of extracurricular activities and clubs, catering to academic, cultural, creative, and sporting interests, as well as students’ future aspirations, talents and gifts. These opportunities enhance personal development and encourage students to explore new areas of interest beyond the classroom. The Digital Hub plays a significant role in fostering innovation and advancing students' technological proficiency, equipping them with the skills to engage with emerging digital tools and problem-solving approaches. However, the integration of creativity, social entrepreneurship, and innovation across subjects remains inconsistent, and opportunities for hands-on experiences, such as internships within the wider school community, vary. Expanding structured enrichment opportunities would further support students in applying their learning in real-world contexts and developing entrepreneurial mindsets.
- The curriculum effectively integrates Emirati and UAE culture, with strong representation in Phases 1 and 2. However, these connections are less prominent in upper phases, particularly in English-medium subjects. Students engage in a range of activities that promote cultural appreciation, including presentations, assemblies, national celebrations, and field trips to local heritage sites.

Next Steps:

1. Expand opportunities for creativity, social entrepreneurship, and innovation in all phases.
2. Strengthen the integration of UAE culture and society within the planned curriculum for English-medium subjects to deepen students' understanding of national heritage and global connections, particularly in Phases 3 and 4.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has rigorous and well-communicated safeguarding policies that are regularly reviewed and updated to ensure alignment with best practices and regulatory requirements. All staff receive comprehensive training, equipping them with the confidence and skills needed to fulfill their safeguarding responsibilities. Advanced training is provided for designated safeguarding leads, ensuring that concerns are managed with expertise and sensitivity. Clear reporting protocols and tools, including a central staff register, ensure full compliance, transparency, and accountability in handling safeguarding matters. The school is highly effective in ensuring all students are protected from bullying, including cyberbullying. It actively educates students on staying safe online and on social media, using dedicated assemblies, cyber safety programs, and digital ambassador initiatives. Partnerships with local authorities, including police-led safety workshops, reinforce students’ awareness of personal safety and digital responsibility. To further strengthen safeguarding protocols, the school is enhancing its record-keeping system to ensure a more formalized, thorough, and efficient approach to tracking concerns, actions, and outcomes.
- Health and safety arrangements are meticulously planned, implemented and rigorously monitored, consistently. The school follows systematic and frequent inspection routines, including regular fire drills, emergency procedures, and Civil Defense compliance checks, ensuring that all legal safety requirements are met. A dedicated health and safety committee meets regularly to review and improve safety processes, demonstrating a proactive approach to risk management. Student supervision is consistently outstanding, both within the school premises and on transportation routes. Bus journeys are monitored effectively, with stringent protocols in place to guarantee safety. The school fully complies with Civil Defense regulatory requirements, including frequent emergency drills. However, while the school has established emergency lockdown procedures, these have yet to be practiced with students, indicating an area for further improvement in preparedness training.
- Buildings and equipment are maintained to an exceptionally high standard, ensuring levels of safety, hygiene, and security are highly effective through policies and procedures. On-site security is well-coordinated and vigilant, ensuring a secure environment for students and staff. Routine water quality testing, laboratory chemical disposal, and swimming pool maintenance are managed with exemplary precision. Weekly inspections and detailed maintenance logs contribute to a consistently safe learning environment. To further enhance safeguarding efforts, the school is implementing an enhanced record-keeping system that will allow for more streamlined tracking of concerns, actions and resolutions. This measure will ensure a more comprehensive, data-driven approach to health and safety management. The school's clinics are fully equipped, with secure medication storage and trained medical personnel overseeing student well-being. Medications are stored securely, and nurses administer them following strict safety protocols, maintaining accurate and up-to-date records.

- The school provides an outstanding physical environment, ensuring accessibility and inclusivity for all students, including students of determination. The facilities are designed to accommodate diverse learning needs, allowing all students to fully participate in academic and extracurricular activities. Learning spaces, recreational areas, and specialized facilities contribute to an engaging, equitable and supportive school experience that is highly conducive to learning.
- The promotion of healthy living and well-being is deeply embedded in the school's ethos and is very effective. Physical education programs, structured awareness campaigns, and health-focused initiatives encourage students to adopt healthy habits. The school actively promotes nutritional awareness and balanced diets, ensuring that students have access to healthy food choices. However, parental understanding of the importance of healthy eating remains an ongoing discussion, requiring further efforts to strengthen family engagement in nutrition education. The school prioritizes students' comfort and well-being, providing shaded areas, access to drinking water, and structured well-being programs, such as resilience workshops and Unified Games, which support both physical and emotional health.

Next Steps:

1. Enhance students' digital safety awareness and self-regulation skills to empower them to make informed and responsible choices when using online platforms in all phases.

Care and support

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

Findings:

- Teachers have established very positive relationships with students at the school whom they know extremely well. There is a climate of positivity and strong mutual respect between students and adults. The school's systems for managing behavior are highly effective. Expectations for all students' good conduct and behavior are high and understood by all through sharing with parents and families.
- The school's approach is successful in promoting very good attendance and punctuality, although to a lower extent in Phase 1. Attendance and punctuality are consistently monitored and improving, as indicated by the school's accurate records of attendance and punctuality from the past three years. The school's systematic approach to tracking and managing attendance, including follow-up of unauthorized absences and tardiness, ensures that students and families understand the importance of regular attendance for academic success. However, the strategies to raise awareness among students and parents about the impact of attendance on learning outcomes in Phase 1, would further enhance consistency across all phases.
- The school has highly effective systems for the early identification of students with additional learning needs (ALN), including students of determination and those identified as gifted and/or talented (G&T). Currently, 242 students (13% of the school's population) are students of determination, and 45 students (3%) are identified as G&T. The school maintains detailed records, including medical assessments and diagnostic evaluations, ensuring that documented learning plans (DLPs) such as Individualized Education Plans (IEPs) and Advanced Learning Plans (ALPs) are developed collaboratively with input from specialists. The rigorous identification framework enables early intervention, allowing students to access personalized support strategies aligned with their Present Levels of Functional and Academic Performance (PLAFP). However, the identification of G&T students could be further strengthened to ensure more consistent recognition of advanced learners across all phases and facilitate targeted enrichment opportunities. The data-driven approach ensures that teachers have accurate and up-to-date information, facilitating targeted instruction that optimizes student progress.
- The school provides effective support for students with additional learning needs, overseen by a highly qualified Director of Inclusion. DLPs are electronically managed, ensuring accessibility for teachers and specialists. Teachers implement a range of highly effective in-class and individualized support strategies, including adaptations to learning and the introduction of Universal Design for Learning (UDL) to promote inclusive educational experiences. However, Inclusion Assistants are not always used to a highly effective level. While most G&T make strong progress, and some excel, opportunities for further challenge and enrichment in all subject areas could be strengthened to optimize their full potential. Although support systems for students with ALN are highly effective, further development in targeted differentiation in Arabic-medium subjects, as well as for G&T students across all subjects would enhance equity in support structures.
- The school provides exemplary care, guidance, and personal development support through a highly effective student support system. Six full-time school counselors offer personalized and well-informed academic and emotional support, ensuring that students receive trusted guidance tailored to their individual needs.

Next Steps:

1. Increase student awareness of attendance expectations and academic impact to foster a stronger sense of responsibility and improve attendance consistency, particularly in Phase 1.
2. Enhance identification processes for G&T to ensure more consistent recognition across all phases and provide targeted enrichment opportunities, interventions, and support in all phases.
3. Strengthen the effectiveness of the Inclusion Assistants to enhance their role in delivering learning interventions and maximizing individualized student support in all phases.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Outstanding

Findings:

- Leaders at all levels, inspired by the principal, set a clear strategic direction and an ambitious vision for the school's continuous improvement. This vision is deeply embedded across the school community through effective communication, shared accountability, and a culture of inclusivity. A key focus of the school's ethos is maintaining a culture of kindness, positivity, and enjoyment in learning, which is reflected in high levels of student, parent, and staff satisfaction. As a result, the school is widely recognized as a school of choice in the region. The leadership team demonstrates a strong commitment to UAE national priorities and cultural values, fostering a diverse and internationally aware learning environment. Senior leaders actively pursue professional growth, continuously developing their knowledge and skills to enhance schoolwide leadership capacity. While achievement in most subjects has yet to reach an outstanding level, leaders have been highly effective in managing the significant expansion of secondary enrollment, ensuring a smooth transition for new students while maintaining the school's high standards.
- Leaders at all levels, including the principal, demonstrate extensive knowledge of the American Education Reaches Out (AERO) Common Core Plus Standards (CCPS), the Next Generation Science Standards (NGSS) for science, Advanced Placement (AP) and International Baccalaureate Diploma Programme (IBDP) courses for English-medium subjects (EMS) and Ministry of Education (MoE) curricula for Arabic-medium subjects, as well as best teaching and learning practices that bring them to life. The leadership team comprises highly qualified staff with diverse experiences in American curriculum schools in the USA and internationally. Leaders have been instrumental in implementing impactful initiatives, including a phonics program for early years, intervention programs for English Language Learners (ELLs), and the development of the International Baccalaureate (IB) curriculum in secondary school. The leadership team fosters a culture of shared responsibility, empowering middle leaders and teachers to contribute actively to school improvement initiatives. However, time constraints for subject heads of departments, who currently have a 75% teaching workload, limit their ability to engage in monitoring teaching and learning. Leaders recognize the need to restructure time allocations to enable middle leaders to participate more actively in instructional oversight, differentiation strategies, and curriculum alignment. Additionally, the school currently lacks a dedicated leadership position for coordinating assessment and data analysis, a gap that leaders intend to fill shortly to strengthen the accuracy and validity of internal assessment processes. Leaders have made significant strides in supporting ELLs, led by the inclusion manager, but further professional development is needed to ensure all teachers are consistently skilled in supporting language learners across subjects.
- Communication within the school and with stakeholders is highly effective, professional, and responsive. Senior and middle leaders maintain open, transparent, and timely communication, fostering strong relationships and trust among students, staff, and parents. The distributed leadership model, characterized by clear delegation, shared accountability, and collaborative decision-making, has been pivotal in reinforcing the school's vision and strategic direction. The school cultivates a strong sense of community, where trust and engagement levels among stakeholders are exceptionally high. Despite the school's large student population, it maintains a family-oriented atmosphere, a significant achievement that reflects the leadership's commitment to creating an inclusive and welcoming environment. Electronic communication, including email updates and digital platforms, ensures that parents remain well-informed about school

initiatives. Regular parent surveys, conducted through GEMS survey systems, provide valuable insights into parental perspectives on education quality and school operations. Senior leaders are highly visible throughout the school, offering ongoing support to staff and maintaining high morale through an engaged and present leadership approach.

- School leadership at all levels has a clear and accurate understanding of the actions required to improve school performance. Leaders are highly strategic and forward-thinking, demonstrating practical and innovative approaches to addressing schoolwide challenges. Since the last inspection, leadership has made notable improvements, particularly in expanding provisions for gifted and talented (G/T) students and high achievers, an area that has been especially successful in secondary school under the guidance of the secondary school principal. Leaders take a proactive approach to overcoming barriers to learning, recognizing the importance of language development for ELLs, leading to the introduction of additional English lessons and enhanced literacy support. Initiatives such as literacy enhancements in lower phases and a coaching model to improve teacher effectiveness have yielded strong impacts on student performance. However, leaders acknowledge that ensuring consistency across all classes and subjects remains an ongoing priority. In particular, enhancing students' opportunities to develop confidence and fluency in speaking at length remains an area for further improvement.
- Leaders have been highly innovative and successful in implementing initiatives that positively impact student learning outcomes. The leadership team's commitment to continuous improvement is evident in the rising student progress across various subjects. Under the leadership of the KG department, early years achievement has reached outstanding levels, ensuring that students receive a strong foundation in their educational journey. While Measures of Academic Progress (MAP) testing outcomes remain an area for improvement, leaders have taken proactive steps to remap the curriculum to strengthen foundational learning and enhance student performance. The school's focus on embedding key concepts from early years onward is beginning to yield positive results, ensuring that Grade 12 students graduate with well-developed academic skills and confidence in their future educational pathways. Accountability is a core feature of the school's leadership model. The school has a well-defined performance management system, ensuring that staff are held accountable for instructional quality and student achievement. Leaders actively seek to enhance moderation processes in assessment, reinforcing accuracy and consistency in evaluating student progress. The school remains fully compliant with all statutory and regulatory requirements, demonstrating a strong commitment to governance and educational best practices.

Next Steps:

1. Empower subject heads of departments to monitor and evaluate teaching and learning to ensure consistent differentiation and challenge for all students in classrooms across all phases.
2. Strengthen middle leaders' capacity to support teachers in implementing effective strategies for ELL to enhance language acquisition and fluency in all phases.
3. Strengthen leaders' ability to support staff in accurately assessing student attainment and progress to ensure consistency in evaluating student performance and making well-moderated judgments across all phases.

School self-evaluation and improvement planning

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

Findings:

- The school has a systematic and rigorous self-evaluation (SEF) process, fully implemented by senior leaders and aligned with the UAE School Inspection Framework. Internal and external data, along with lesson observations, are effectively used to inform SEF judgments. The process aligns well with the school's teaching and learning principles, ensuring consistency in evaluating performance standards. Assessment data, particularly internal data across all subjects, is used to inform SEF, but the need for stronger moderation remains to ensure greater accuracy in student achievement judgments. The SEF process actively involves stakeholders, leveraging the expertise of well-qualified and enthusiastic staff to identify key strengths and areas for improvement. However, while key priorities are addressed in the SEF document, areas for improvement are not always detailed in sufficient depth. The document is highly detailed but lacks strong analysis, limiting how effectively it summarizes strengths, areas for development, and required actions to drive school improvement.
- The monitoring of teaching quality and its impact on student progress is systematic and rigorous, regularly conducted by senior leaders who demonstrate strong expertise in lesson evaluation. Observations include developmental lesson reviews, learning walks, and analysis of assessment data, enabling leaders to identify areas for reinforcement and improvement across different phases. However, subject heads of department are not currently involved in the formal lesson monitoring process, limiting their ability to assess instructional consistency, particularly in differentiation strategies. While staff performance evaluations are well structured and regularly implemented, the lack of middle leadership involvement in lesson observations reduces opportunities for subject-specific instructional improvements, particularly in Arabic-medium subjects.
- School improvement planning is coherent and clear with priorities and targets clearly set, responsibilities for monitoring actions clearly assigned and dates for completion suitably set. However, there remains scope for ensuring the school development plan (SDP) is informed more precisely by the SEF and that, in particular, greater focus is placed upon the targets for improving students' achievement in different subjects. The proposed priorities and actions are realistic and focus on the further improvement of teaching and learning and the further strengthening of the school's very good inclusivity initiatives. The development plan focuses very strongly on the constant development of the well-being of all students and on addressing the recommendations from the previous inspection alongside the UAE national priorities. The SDP is clear and very well written with clear timelines and responsibilities. The school demonstrates a capacity to promote innovative and creative solutions to address priorities and respond to changing circumstances, such as the large influx of students it has had in the upper phases of the school. The school is very effective and has a sustained positive impact on students' attainment.
- The school has made very good progress in addressing all the recommendations from the previous inspection. Actions taken to improve those with gifts and/or talents (G/T) challenge and differentiation have been particularly effective in the upper phases of the school, where higher-attaining students now experience increased opportunities for enrichment. The school remains proactive in continuous improvement, implementing stronger inclusion strategies that are positively impacting student motivation and engagement, particularly for English Language Learners (ELLs). The tracking of long-term improvements is well established, ensuring consistent performance through a period of significant student demographic shifts.

Next Steps:

1. Reinforce the moderation and accuracy of assessment data to improve the precision of SEF judgments, ensuring leaders make well-informed judgments about student achievement, across all phases.
2. Fully involve subject heads of departments, including the Head of Inclusion, in lesson monitoring and evaluation to enhance instructional consistency, differentiation and the effectiveness of teaching across all subjects and phases.
3. Ensure SEF clearly summarizes strengths, areas for development and targeted actions to better inform SDP, with a sharper focus on improving student achievement across subjects.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Outstanding

Findings:

- School leadership is highly successful in fostering extensive partnership with parents, ensuring their engagement in all aspects of school life. The open-door policy encourages regular dialogue and active participation, creating a welcoming and inclusive school environment. Parents are highly valued contributors to school initiatives, providing input on priorities, participating in decision-making, and engaging in volunteer opportunities. A dedicated parent organization, with a designated space within the school, plays an integral role in strengthening home-school collaboration. Meetings are held formally and informally, fostering a deep sense of community and shared responsibility for student success. While most parents are actively involved in their child's learning, there remains scope to further enhance engagement in learning activities and after-school programs across all phases.
- As a result of highly effective communication, parents are consistently well-informed about their children's learning and development. The school employs a wide range of highly effective communication strategies to keep parents empowered as partners. Platforms such as social media, teacher and leadership newsletters, direct messages, and digital portals ensure that parents receive timely updates on their child's academic progress, school events, and extracurricular activities. Parents of students with additional learning needs (ALN), including students of determination, gifted and/or talented (G/T), are active partners in their child's education. The school maintains a collaborative approach, ensuring that parents are part of learning plans, interventions, and receive progress updates, reinforcing strong home-school alignment in student support.
- The school provides ongoing, comprehensive and highly informative reports on academic performance and personal development, ensuring parents have a clear understanding of their child's progress. Termly reports detail subject mastery levels, approaches to learning skills and social-emotional development. In high school, reporting includes teacher comments for each subject, attendance records, and cumulative Grade Point Average (GPA), providing parents with a holistic overview of student performance. The depth of reporting ensures that parents are well-equipped to support their child's academic journey, reinforcing a collaborative approach to student success.
- The school has established strong local, national, and international partnerships that enrich learning and provide real-world applications of knowledge. Collaborations with local businesses, UAE national organizations such as ADNOC, and sustainability-focused initiatives align with UAE priorities and contribute to students' broader understanding of global and national issues. International partnerships, including global exchanges and collaborative projects, enhance students' cultural awareness and academic exposure. While these partnerships provide valuable learning experiences, expanding student internship opportunities within the local community would further strengthen career readiness, skill development, and industry engagement.

Next Steps:

1. Further develop systems to actively engage parents in their child's learning journey to enhance collaboration and reinforce home-school partnerships in all phases.
2. Expand student internship opportunities within the local community to provide hands-on learning experiences, career exposure, and industry connections in Phases 3 and 4.
3. Strengthen parental awareness of the benefits of after-school activities to encourage greater student participation and holistic development in all phases.

Performance Indicator	Quality judgement
Governance	Outstanding

Findings:

- The GEMS governance model includes wide and diverse representation from parents, students, community members and the local advisory board, ensuring a comprehensive stakeholder perspective in decision-making. Governance is highly informed and proactive, systematically gathering feedback through surveys, meetings, and direct engagement with stakeholders. Governors actively review and refine school policies to align with Abu Dhabi Department of Education and Knowledge (ADEK) regulations and UAE national priorities, ensuring continuous compliance and relevance. Through regular communication with the school principal, governors maintain deep insight into student achievement, personal development, and school performance, fostering an environment of transparency and shared accountability. Governance leverages GEMS corporate head office systems to conduct 'deep dive' inspections and performance reviews, ensuring they develop a clear and independent understanding of the school's strengths and areas for development. The data dashboard, which includes International Baccalaureate (IB) and Measures of Academic Progress (MAP) results, enables governors to assess student outcomes against international benchmarks and provide informed strategic direction. Additionally, they are highly cognizant of the challenges posed by the increasing number of secondary students, particularly in supporting English Language Learners (ELLs).
- Governors systematically and very effectively monitor the school's performance, holding the principal and senior leadership team accountable through structured review processes, deep-dive analyses, and key performance indicators (KPIs). Governance ensures that school leadership is fully empowered, providing the necessary financial, human, and material resources to support continuous school improvement. Governors function as constructive critical partners, balancing strategic oversight with targeted support. They recognize the need to expand the role of subject heads of departments in monitoring and evaluating teaching and learning, ensuring that instructional leadership is strengthened at all levels. Additionally, governance has taken a proactive role in advancing leadership capacity, introducing a specialized training program in rapid school improvement planning and implementing systems to enhance the accuracy of student assessment moderation. These initiatives demonstrate a forward-thinking approach to driving educational excellence.
- Governors make a significant and positive impact on the school's leadership and future direction. They are highly qualified experts, ensuring that the school is well-resourced, well-staffed, and equipped with state-of-the-art facilities. Their innovative approach is evident in strategic developments, such as the introduction of the 'Design Center', which expands curriculum choices and learning opportunities for secondary students. Governance fully embraces the school's increasing enrollment of Emirati students, actively supporting initiatives that enhance their academic success. Their commitment to diversity and inclusion ensures that all students receive equitable access to high-quality education and personalized learning support. Governors ensure that the school meets all regulatory and statutory requirements, including full compliance with UAE national education priorities. Their oversight guarantees that the school maintains optimal staffing levels, up-to-date resources, and high-quality learning environments, enabling continuous school improvement and student success.

Next Steps:

1. Expand collaboration with the GEMS network to strengthen assessment moderation, ensuring greater alignment in evaluating student achievement levels across all phases.

Management, staffing, facilities and resources

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

Findings:

- All aspects of the school's daily operations are highly efficient, exceptionally well-organized, and contribute positively to student outcomes. The school runs seamlessly, with clear structures and routines that ensure a purposeful and inviting learning environment for all stakeholders. Lessons and activities are efficiently planned and executed, minimizing time loss and ensuring that instructional time is maximized. Staff and students demonstrate strong awareness and respect for the school's routines and procedures, reflecting a well-established culture of discipline and responsibility. Effective timetabling ensures optimal use of instructional time, facilitating student learning, development, and engagement across all phases.
- The school is appropriately and strategically staffed to fulfill its vision and mission, ensuring all students receive high-quality instruction and support, although to a lesser extent in Arabic-medium subjects. Staff members are highly qualified and effectively deployed, with leadership actively ensuring that teaching and support roles align with school priorities and student needs, particularly in English-medium subjects. A robust professional development (PD) program provides personalized pathways for staff growth, demonstrating a strong commitment to continuous learning and instructional excellence. Advanced training programs in English Language Learners (ELLs) and students with additional learning needs (ALN), including students of determination, along with continuing professional development (CPD) opportunities, reflect the school's dedication to inclusive education and specialized instructional strategies. The school is also moving forward with recruiting an assessment coordinator, further strengthening its capacity for data-driven instruction and student progress tracking.
- The school's premises and facilities are of an exceptional standard, providing a stimulating and conducive environment for high-quality learning and teaching. Classrooms in Phases 1 and 2 are spacious, well-equipped, and optimized for student engagement, while Phases 3 and 4 benefit from specialist classrooms designed for subject-specific learning. Numerous break-out areas across the school allow students to work independently and collaboratively, fostering self-directed learning and inquiry-based exploration. State-of-the-art sporting facilities offer excellent opportunities for curricular and extra-curricular activities, supporting students' physical well-being and personal development. Fixtures, fittings, and furniture are high quality, well-maintained and fully aligned with educational needs, ensuring that the school remains inclusive and accessible to all users.
- The school is exceptionally well-equipped with high-quality, up-to-date resources that align with curriculum requirements and effectively support teaching and learning. Resources are strategically allocated across all phases and subjects, ensuring equitable access to materials that enhance student engagement and academic achievement. Learning technologies are seamlessly integrated into lessons, promoting interactive, student-centered learning experiences, although to a greater extent in Phases 3 and 4. Teachers utilize digital tools effectively to enhance instruction, facilitate personalized learning, and develop students' digital literacy skills. The comprehensive and well-managed allocation of resources ensures that all students, including those with ALN, have access to differentiated instructional materials that foster academic excellence and skill development, although its use can be strengthened.

Next Steps:

1. Move forward with appointing an assessment coordinator to enhance data-driven instruction and ensure accurate tracking of student progress, particularly different groups, across all phases.

2. Strengthen training for teachers in differentiated instruction to ensure all students, including high-and low-achievers and those with ALN, receive personalized learning experiences that optimize progress in all phases.
3. Expand professional development for teachers in supporting ELLs to accelerate language acquisition and improve access to the curriculum, across all subjects and phases.

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