

Irtiqa'a School Inspection

AY 2024/25









PEARL BRITISH ACADEMY

Rating: Very Good

Contents

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

School Information

General Information	
 Name	PEARL BRITISH ACADEMY
 Esis Number	9029
 Location	30, Bumiyah St, Al Danah, Abu Dhabi 22218
 Website	https://www.pearlbritishacademy.ae
 Telephone	026418887
 Principal	AMY LOUISE COLEMAN
 Inspection Dates	05 to 08 May 2025
 Curriculum	British

Information On Students

Cycles	Cycle 1 - Cycle 2 - KG
Number of students on roll	753
Number of Emirati students	87
Number of students of determination	22
Largest nationality group of students	India - Jordan - UAE

Information On Teachers

Number of teachers	47
Nationalities	United Kingdom (UK) - Ireland - Jordan
Number of teaching assistants	7

Changes since the previous inspection

Since the previous inspection, the school's overall performance judgment has remained Very Good.

In Islamic Education, students' achievement has remained Good in Phase 2. In UAE social studies, students' achievement in Phase 2 has declined from previously Good to Acceptable levels. Arabic as a first language was not previously inspected in the previous inspection. Students' achievement in Arabic as a first language in Phase 1 has been rated as Acceptable. In Phase 2, students' attainment has remained Good, but their progress has regressed from Very Good to Good levels. In Arabic as a second language in Phase 2, students' attainment has remained Good and their progress has remained at Very Good.

In English, students' attainment in Phase 1 has improved from Good to Very Good and their progress has remained Very Good. In Phase 2, students' achievements in English continue to be Very Good. In mathematics in Phase 1, students' attainment has remained at Very Good, but their progress has declined from Outstanding to Very Good. Phase 2 students' achievements in mathematics have remained the same with Very Good attainment levels and Outstanding progress. In science, students' achievements have remained Outstanding across both phases.

Students' learning skills have regressed in Phase 1 to Very Good due to the inconsistencies in learning skills being developed across the core curriculum subjects. Learning skills remain Very Good in Phase 2.

Students' personal and social development was not evaluated at the time of the previous inspection. Personal development is now judged as Outstanding in Phase 1 and Very Good in Phase 2. Islamic values and awareness of Emirati and world cultures are judged as Good. Students' innovation skills and social

responsibility are judged as Very Good in both phases.

Teaching for effective learning has regressed in Phase 1 and is now Very Good. Teaching remains Very Good in Phase 2. Assessment remains Outstanding in Phase 1 and Very Good in Phase 2.

Performance standard 4, curriculum design and adaptation, was not previously inspected. Curriculum design and implementation are now judged as Very Good across both phases. Curriculum adaptation has also been evaluated as Very Good across both phases.

The health and safety of students, including child protection, continue to be outstanding features in the school and the judgement remains Outstanding across both phases. Care and support continue to be Very Good, particularly in the support and interventions given to students.

The effectiveness of leadership judgement remains at Very Good. A leadership team with extensive experience has recently been appointed to the school. The leadership team has implemented a range of innovative programs, including whole school approaches to teaching and learning to impact student achievement. School self-evaluation and improvement planning remain at Very Good. Partnerships with parents and the community remain Outstanding as has Governance, and the management, staffing, facilities and resources at the school.

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

The school demonstrates a strategic and informed approach to international assessments by embedding benchmark expectations within its curriculum and instructional practices. Although the school currently does not have a cohort that meets the PISA age requirement, leaders maintain a strong awareness of the assessment's structure and expectations to guide long-term planning.

To strengthen readiness for TIMSS, the school has modified its mathematics and science curricula to include skill-aligned tasks and sample questions modeled after TIMSS assessments. These are integrated into classwork and homework, exposing students to the structure and cognitive demand of the international assessments. A curriculum guide, including sample questions and skill-focused tasks, is also shared with parents to support learning at home.

In science, the focus is on investigative learning that promotes deep-level analysis. This approach enhances critical thinking, ensuring students can apply their knowledge to real-life scenarios. By using the 'Learning Ladders' framework across subjects, lessons are designed to guide students through progressive stages, from foundational understanding to higher-order cognitive skills, ultimately fostering imperial thinking. This scaffolding helps students develop the problem-solving and analytical skills necessary for success in TIMSS, PISA, and other global assessments. Similarly, in English, teaching focuses on comprehension, analytical reading, and language development, aligning with PIRLS benchmarks and reinforcing skills critical for international assessments.

Performance in standardized and international assessments

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

Standardized Assessments

Students in Years 4 to 6 participate in the ACER IBT standardized assessments for Arabic, and Grenada Learning Assessment Progress Tests (GL-PT) from Year 2 to 6 for English, mathematics and science.

- In AY2023/24, students' attainment in ACER-IBT assessments in Arabic as a first language was Good and Outstanding in Arabic as a second language for Phase 2.
- In AY2023/24, students' attainment in GL-PTM assessments in mathematics for Phase 2 was Very Good and progress was Weak.
- In AY2023/24, students' attainment in GL-PTS assessments in science for Phase 2 was Outstanding and progress was Very Good.
- In AY 2023/24, student attainment in GL-PTE assessments in English for Phase 2 was Outstanding and progress was Outstanding.

International Assessments: TIMSS, PISA, PIRLS

Year 5 students participated in TIMSS 2023:

- In Year 5 mathematics, students achieved a score of 548, which is below their target of 599, but exceeds the international average of 503.
- In Year 5 science, students achieved a score of 546, which is below their target of 577, but exceeds the international average of 494.

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

- In Year 5, students achieved a score of 590.22, which is above the high international benchmark.

The school does not have an eligible cohort for the Programme for International Student Assessment (PISA).

Reading

The school maintains a central library well stocked with approximately 10,000 books in both English and Arabic. While the majority of the collection is in English, efforts are underway to expand the Arabic section, including inviting local authors to engage students through storytelling sessions. The library is accessible during break and lunch times, providing students the opportunity to read quietly, borrow and return books, or conduct independent research. Additionally, each class has a scheduled weekly library lesson. During these sessions, younger children enjoy storytime activities, while older students undertake research and comprehension-based tasks. All students borrow books to take home, supporting the development of reading both in school and at home.

To promote independent learning and encourage engagement with texts related to curriculum topics, the school is developing reading nooks and Maker Spaces. These are designed as flexible learning environments where students can work individually or collaboratively and access subject-related books independently. Scheduled storytelling sessions are also held in outdoor areas and reading spaces, led by the librarian.

A whole school reading strategy is in place to ensure that reading is developed systematically and effectively. From the Foundation Stage to Year 6, students participate in guided reading sessions using leveled books. In the Foundation Stage and Year 1, phonics is taught systematically in both English and Arabic, with an emphasis on letter-sound correspondence and blending skills. In lessons, Song of Sounds is used to increase students' phonemic awareness and reading skills for the Foundation Stage. Phonics

streaming lessons are timetabled to provide additional support for lower attainers. Students in Phase 2 benefit from the comprehensive Oxford Reading Tree program to support their literacy development. Key vocabulary is outlined in most lessons. All students use reading books aligned to their reading level. These levels are regularly assessed through weekly monitoring and recorded in reading logs, which are also signed by parents. Students progress through reading levels at a pace suited to their development, with confident and fluent readers encouraged to select their own texts.

The school also uses a digital reading platform, A to Z, which is accessible both in school and at home. This application offers students personalized reading experiences and comprehension quizzes tailored to their reading level. Following each reading task, students complete online quizzes and activities. The system then recommends further books suited to the learner's abilities, supporting continued growth in comprehension and vocabulary acquisition.

Students in Years 1 to 6 participate in four guided reading sessions per week. Two sessions are whole-class, with a shared text used to teach key reading strategies, including retrieval, inference, and evidence-based reasoning. The remaining two sessions are differentiated small group sessions where students read level-appropriate books with teacher support. These sessions focus on literary analysis, author intent, and comprehension discussions. Teachers also use these sessions to introduce new authors and assign independent tasks linked to the class texts. The reading objectives are aligned to the National Curriculum of England standards in English and integrated into the school's online assessment platform. Teachers assess students against these objectives in the same manner as other core subjects, enabling tracking of progress and identification of learning gaps.

The school promotes reading for both information and pleasure through a wide range of enrichment activities. To further encourage a love of reading, the school organized two book fairs during the academic year, one focused on Arabic literature and the other on English books. A dedicated library fund managed by the librarian ensures continuous enhancement of resources in alignment with student needs and curriculum priorities. The library plays a vital role in fostering a reading culture throughout the school, supporting curriculum delivery while also promoting a love of reading.

Strengths of the school

- Students have very positive attitudes and relationships; they are self-reliant in lessons and throughout the school.
- There are rigorous protocols and arrangements for health and safety across all phases, including promoting safe and healthy lifestyles for all students.
- There are highly successful partnerships with parents who make significant contributions to the school.
- The leadership of the principal and her team, as well as the support and influence of the governing body, ensure that the school has a purposeful learning climate and culture.

Key Recommendations

1. Improve students' achievement and learning skills to consistently Very Good and Outstanding levels by:

- increasing opportunities for students to develop literacy skills in both speaking and writing across all phases in Arabic.
- strengthening Phase 2 students' reading fluency, pronunciation accuracy, expressive reading, and Standard Arabic speaking skills.
- strengthening students' knowledge and skills in social studies in Phase 2 to at least Good levels.
- improving students' innovation and enterprise skills.

- improving students' understanding and referencing of prescribed Surah and Hadeeth as well as their Qur'an recitation skills.
- developing early reading, writing, and foundational literacy skills in Phase 1.
- advancing Phase 2 students' writing skills, focusing on extended writing, accurate grammar, varied vocabulary, and increasing opportunities for creative writing in English.
- developing students' problem-solving, reasoning, critical thinking, and inquiry skills across phases.

2. Raise the quality of teaching and assessment to Outstanding levels across both phases by:

- ensuring that teachers use time effectively, reducing teacher talk in lessons to enable students to embed and reflect on their learning.
- improving the quality of questioning within Arabic-medium subjects to promote deeper skill development and critical thinking.
- enhancing the consistency and precision of feedback in Phase 2 and expanding opportunities for self-assessment to support student reflection and ownership of learning.
- ensuring all teachers consistently use assessment data to tailor support and challenge for all groups of students, particularly high attainers.
- strengthening teachers' abilities in Phase 2, particularly in mathematics and science, to lead contextual and reflective discussions that enhance cross-disciplinary connections and support transferable learning.
- ensuring plenary time in Phase 2 lessons is consistently used to consolidate learning and promote student reflection on key concepts.
- ensuring high-attaining students and gifted and/or talented students are provided with sufficient challenge in lessons to make the progress they may be capable of.

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

- integrating regular, timed practice of international-style questions to build familiarity, resilience, and test-taking confidence.
- enhancing teacher training on interpreting and using international assessment data to inform teacher planning.
- collaborating with middle leaders and classroom teachers to develop and implement focused action plans for improvement.
- celebrating achievements and milestones to motivate students and maintain momentum toward reaching higher targets.
- ensuring consistency in embedding higher-order, cross-disciplinary tasks into routine learning to deepen cognitive challenge and real-world application.
- expanding parental engagement strategies to include workshops on supporting inquiry-based and skill-focused learning at home.

4. Raise the effectiveness of leadership and management by:

- strengthening the impact of monitoring, ensuring that it leads to improvements in student outcomes across all subjects.
- increasing collaboration between Arabic and English medium subjects, ensuring consistent quality of teaching.
- refining the school improvement plan by setting specific, measurable success criteria and performance metrics to better track the impact of initiatives and ensure accountability across all priority areas.
- strengthening consistency in teaching practices by providing targeted support for new teachers and ensuring effective integration of the PEARL Dive Kit approach.
- further developing the format and accessibility of end-of-term reports to ensure all parents can easily interpret the information provided.
- strengthening the capacity of new subject leaders by providing targeted training and support to help them more effectively evaluate the impact of teaching on student progress.
- intensifying improvement strategies for Arabic-medium subjects, ensuring actions are closely monitored and adapted to accelerate gains in student achievement.

Overall School Performance: **Very Good**

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

PS2: Students' personal and social development, and their innovation skills				
	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Outstanding	Very Good	Not Applicable	Not Applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Not Applicable	Not Applicable
Social responsibility and innovation skills	Very Good	Very Good	Not Applicable	Not Applicable

PS3: Teaching and Assessment				
	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Very Good ↓	Very Good	Not Applicable	Not Applicable
Assessment	Outstanding	Very Good	Not Applicable	Not Applicable

PS4: Curriculum				
	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Very Good	Very Good	Not Applicable	Not Applicable
Curriculum adaptation	Very Good	Very Good	Not Applicable	Not Applicable

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	Not Applicable	Not Applicable
Care and support	Very Good	Very Good	Not Applicable	Not Applicable

PS6: Leadership and Management

The effectiveness of leadership	Very Good
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	Not Applicable	Good	Not Applicable	Not Applicable
	Progress	Not Applicable	Good	Not Applicable	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the MoE curriculum standards for Islamic Education indicates that most students in Phase 2 attain above curriculum standards.
- The school does not participate in any external national or international assessments for Islamic Education.
- In lessons and their recent work, the majority of students in Phase 2 demonstrate levels of knowledge, skills and understanding that are above curriculum standards.
- Over the past three years, the school's internal assessment data indicates that trends in attainment has been consistently Outstanding in Phase 2.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phase 2 make better than expected progress over time from their starting point at the beginning of the academic year.
- In lessons and in their recent work, the majority of students in Phase 2 make better than expected progress in relation to learning objectives that are aligned with curriculum standards.

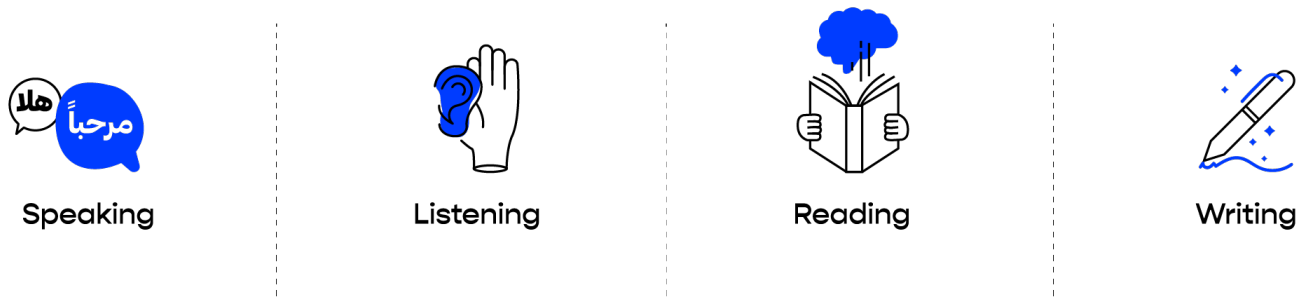
- The school's analysis of internal assessment progress data to evaluate the progress of the different groups of students indicates that boys, girls, students with additional learning needs, including students of determination, and gifted and talented students make Outstanding progress in Phase 2. Emirati students make Very Good progress. There are no students identified as low or high attainers in Phase 2.

Next Steps:

1. Benchmark students' achievement in Islamic Education.
2. Improve students' understanding of the prescribed Surah and Hadeeth, including their ability to reference them.
3. Improve students' Qu'ran recitation skills, including the application of Tajweed rules.

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:



Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a first language	Attainment	Acceptable	Good	Not Applicable	Not Applicable
	Progress	Acceptable	Good ↓	Not Applicable	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the MoE curriculum standards for Arabic as a First language (AFL) indicates that most students in phases 1 and 2 attain above the curriculum standards.
- There are no external national or international assessments for AFL in Phase 1. The school administered the IBT standardized assessment in AY2023/24 to benchmark students' attainment in Arabic AFL in Phase 2. Results indicate that students' attainment is Good.
- In lessons and their recent work, most students in Phase 1 demonstrate levels that are in line with curriculum standards. In Phase 2, the majority of students demonstrate knowledge, skills, and understanding that are above curriculum standards. In Phase 1, students demonstrate emerging reading skills by recognizing familiar sight words. However, only high-attaining students can apply their writing skills to construct short sentences.
- In Phase 2, students can read short texts and identify their overall meaning, but cannot yet read fluently with correct pronunciation and accuracy, as well as read expressively. Students struggle to speak at length in standard Arabic, and their writing skills, including extended composition, grammatical accuracy, and varied vocabulary usage, are inconsistent.
- Over the past three years, the school's internal assessment data indicates that trends in attainment in Phase 2 have fluctuated between Outstanding in the AY2021/22 to Very Good in the AY2022/23, and improved back to Outstanding in the AY2023/24. There is insufficient data to inform trends in Phase 1.
- The school's analysis of internal assessment data in Phase 2 for the AY2023/24 indicates that most students make better than expected progress over time from their starting point at the beginning of the academic year. The school has not provided progress data for Phase 1.

- In lessons and in their recent work, while most students in Phase 1 make the expected progress; the majority of students in Phase 2 make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of internal assessment progress data indicates that boys, girls, gifted and/or talented students, and Emirati students make Outstanding progress in Phase 2. The school has not provided internal assessment progress data to show the progress of the different groups of students in Phase 1.

Next Steps:

1. Support students' development of early reading and writing skills in Phase 1.
2. Improve Phase 2 students' reading fluency skills, including accuracy in pronunciation and expressive reading, as well as their speaking skills in Standard Arabic.
3. Develop Phase 2 students' writing skills and their ability to produce extended pieces of writing with accurate grammar, and varied use of vocabulary.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data at the end of 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 Phase 2 attain levels above the curriculum standards.
- The school administered the IBT standardized assessment in AY2023/24 to benchmark students' attainment in Arabic ASL in Phase 2. Results indicate that students' attainment is Outstanding.
- In lessons and recent work, the majority of students demonstrate levels that are above curriculum standards. The majority of students demonstrate strong skills in reading, speaking, and comprehension. Most read familiar words fluently, use basic grammar, and write simple, accurate sentences. A few students struggle to blend, segment, and accurately read simple words. Written skills are less developed, especially in extended and creative writing, as well as vocabulary use.
- Over the past three years, the school's internal assessment data indicates that Phase 2 attainment has been consistently Very Good.
- The school's analysis of internal assessment data at the end of the AY2023/24 indicates that the majority of students in Phase 2 make better than expected progress over time from their starting points at the beginning of the academic year.
- In lessons and in their recent work, the large majority of students in Phase 2 make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of internal assessment progress data to evaluate the progress of the different groups of students indicates that boys make Good progress, while girls make Acceptable progress. Students with additional learning needs including students of determination make Very Good progress. There are no students identified as low attainers, high attainers or gifted and/or talented students in ASL in Phase 2.

Next Steps:

1. Provide targeted support for students struggling with blending, segmenting, and reading simple words to strengthen their foundational reading skills.
2. Create more opportunities for all students to practice extended and creative writing to enhance their writing skills.
3. Improve students' vocabulary development activities to improve both writing quality and overall language proficiency.

UAE Social Studies

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



National identity



Citizenship



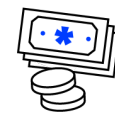
Government



Values and ethics



The individual and society



The national economy

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

Findings:

- The school’s analysis of internal assessment data for the AY2023/24 against the MoE curriculum standards for social studies indicates that most students in Phase 2 attain above the curriculum standards.
- The school does not participate in any external national or international assessments for social studies.
- In lessons and their recent work, most students in Phase 2 demonstrate knowledge, skills, and understanding that are in line with MoE curriculum standards.
- Over the past three years, the school’s internal assessment data indicates that trends in attainment fluctuate in Phase 2 between Outstanding in the AY2021/22 to Very Good in the AY2022/23 to Outstanding in the AY2023/24.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phase 2 make better than expected progress over time from their starting point at the beginning of the academic year.
- In lessons and in their recent work, most students in Phase 2 make the expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school’s analysis of internal assessment progress data indicates that boys, girls, gifted and/or talented students, Emirati students, and students with additional learning needs, including students of determination, make Outstanding progress in Phase 2. There are no students identified as low attainers or high attainers in this phase.

Next Steps:

1. Improve students' understanding of the sustainability initiatives in the UAE and their impact on the environment, clean energy and conservation.
2. Improve students' knowledge and understanding of the history of the UAE including the era before the union.
3. Improve students' understanding of the UAE environment and its varied ecosystems including their characteristics and valuable resources.

English

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



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Very Good	Very Good	Not Applicable	Not Applicable
	Progress	Very Good	Very Good	Not Applicable	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Early Years Foundation Stage (EYFS) for Phase 1 and the National Curriculum of England curriculum standards for English in Phase 2 indicates that the large majority of students in Phase 1 and most students in Phase 2 attain above curriculum standards.
- There are no external national or international assessments for English in Phase 1. The school administered GL-PTE in Phase 2 to benchmark students' attainment in English. Results in the AY2023/24 indicate that students' attainment in Phase 2 is Outstanding. In PIRLS 2021, in reading, students attained a score of 590.22, which is above the high international benchmark.
- In lessons and their recent work, the large majority of students demonstrate levels of knowledge and skills that are above curriculum standards in phases 1 and 2. In Phase 1, they recognize familiar words, use phonics to decode words, and can write simple sentences with correct punctuation. In Phase 2, students read fluently, use a wide range of vocabulary, write clear coherent texts, and apply grammar rules accurately. Students have inconsistent opportunities to present their work, which affects the development of their speaking and communication skills, especially among lower-attaining students.
- Over the past three years, the school's internal assessment data indicates that trends in attainment show an upward trajectory in Phase 1 from Good attainment in AY2021/22 to consistently Very Good attainment levels in the following two academic years. A similar upward trend is in Phase 2, where attainment progresses from Very Good in AY2021/22 to Outstanding in AY2023/24. GL-PTE data indicates that trends in attainment have seen an upward trend in Phase 2, progressing from Good in AY2021/2023 to Outstanding in AY2023/24.

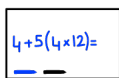
- The school's analysis of internal assessment data for AY2023/24 indicates that most students make better than expected progress in Phase 1 over time from their starting points at the beginning of the academic year. In Phase 2, the large majority of students make better than expected progress against curriculum standards. GL-PTE data indicates that most students in Phase 2 make better than expected progress.
- In lessons and in their recent work, the large majority of students make better than expected progress against learning objectives aligned with curriculum standards.
- The school's analysis of internal assessment progress data to evaluate the progress of the different groups of students indicates that all groups of students make Outstanding progress in Phase 1. There are no identified G&T students in Phase 1. In Phase 2, boys and girls make Very Good progress. Emirati students and students with additional learning needs, including students of determination, make Weak progress. Low attainers make Acceptable progress, and high attainers make Outstanding progress. Students with additional learning needs, including students of determination, and gifted and/or talented students, make Outstanding progress. In lessons, more able students do not consistently receive sufficient challenge to make the progress they may be capable of.

Next Steps:

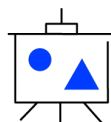
1. Provide high-attaining students in Phase 2 with more rigorous and challenging independent tasks.
2. Extend writing tasks in Phase 1 to encourage the use of richer vocabulary and more complex sentence structures.
3. Continue to prioritize and improve the language and communication skills of students, especially lower-attaining students.

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:



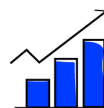
Number and quantity and their use



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	Not Applicable	Not Applicable
	Progress	Very Good ↓	Outstanding	Not Applicable	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Early Years Foundation Stage (EYFS) for Phase 1 and the National Curriculum of England curriculum standards for mathematics in Phase 2 indicates that in both phases most students attain above curriculum standards.
- There are no external national or international assessments for mathematics in Phase 1. The school administered GL-PTM in Phase 2 to benchmark students' attainment in mathematics. Results in the AY2023/24 indicate that students' attainment in Phase 2 is Very Good. Year 5 students participated in TIMSS 2023. In Year 5 mathematics, students achieved a score of 548, which is below their target of 599, but exceeds the international average of 503.
- In lessons and recent work, the large majority of students in both phases demonstrate levels of mathematical knowledge, skills, and understanding that are above curriculum standards. Phase 1 students develop a strong foundation in number sense, spatial reasoning, and measurement, using practical resources and mathematical vocabulary confidently. Their abilities to solve simple word problems and make basic connections to real-life situations can be further developed. Phase 2 students show strong understanding of key mathematical concepts but need further support to strengthen their mathematical reasoning and inquiry skills.
- Over the past three years, the school's internal assessment data indicates that trends in attainment has improved in Phase 1 from Very Good attainment in AY2021/22 to consistently Outstanding in the following two academic years. In Phase 2, attainment has improved from Very Good attainment in AY2021/22 and AY2022/23 to Outstanding levels in AY2023/24. In GL-PTM, attainment levels have improved from Good levels in AY2021/22 to Very Good levels in the following two academic years.
- The school's analysis of internal assessment data for AY2023/24 indicates that most students make better than expected progress in Phase 1 over time from their starting points at the beginning of the academic year. In Phase 2, the large majority of students make better than expected progress against curriculum standards. GL-PTM data indicates Weak progress levels.

- In lessons and in their recent work, the large majority of students make better than expected progress in relation to the learning objectives aligned to curriculum standards.
- The school's analysis of internal assessment progress data to evaluate the progress of the different groups of students indicates that all groups of students make Outstanding progress in Phase 1. In Phase 2, boys and high attainers make Outstanding progress. Girls make Very Good progress and Emirati students and low attainers make Good progress. Students with additional learning needs including students of determination make Weak progress in Phase 2. There are no identified G&T students in Phase 1.

Next Steps:

1. Develop Phase 1 students' skills in solving simple word problems and making basic connections to real-life situations.
2. Introduce targeted activities in Phase 2 to develop mathematical reasoning and critical thinking skills.
3. Accelerate students' progress in GL-PTM to at least Good levels.

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	Outstanding	Not Applicable	Not Applicable
	Progress	Outstanding	Outstanding	Not Applicable	Not Applicable

Findings:

- The school’s analysis of internal assessment data for the AY2023/24 against the Early Years Foundation Stage (EYFS) for Phase 1 and the National Curriculum of England curriculum standards for science in Phase 2 indicates that in both phases, most students attain above curriculum standards.
- There are no external national or international assessments for science in Phase 1. The school administered GL-PTS in Phase 2 to benchmark students’ attainment in science. Results in the AY2023/24 indicate that students’ attainment in Phase 2 is Outstanding. Year 5 students participated in TIMSS 2023. In Year 5 science, students achieved a score of 546, which is below their target of 577, but exceeds the international average of 494.
- In lessons and in their recent work, most students demonstrate knowledge, skills and understanding that are above curriculum standards. In Phase 1 students confidently explore the world around them, showing curiosity, noticing patterns, and beginning to make simple predictions and connections through play-based learning. In Phase 2, students demonstrate increasing independence in designing investigations, applying scientific methods, interpreting results, and forming evidence-based conclusions. Their work reflects a strong ability to think critically, make connections across scientific concepts, and engage with real-world scientific issues.
- Over the past three years, the school's internal assessment data indicates that trends in attainment have improved from Good levels in AY2021/22 and have been consistently Outstanding for the past two academic years in Phase 1. Trends in attainment have been consistently Outstanding in Phase 2. GL-PTS trends in attainment show an upward trend from Very Good levels in AY2021/22 and have been consistently Outstanding for the past two academic years.
- The school’s analysis of internal progress assessment data for the AY2023/24 indicates that most students in phases 1 and 2 make better than expected progress over time from their starting points at the beginning of the academic year. GL-PTS data indicates Very Good progress over time in Phase 2.

- In lessons and in their recent work, most students make better-than-expected progress against learning objectives aligned with curriculum standards.
- The school's analysis of internal assessment progress data to evaluate the progress of the different groups of students indicates that all groups of students make Outstanding progress in Phase 1. In Phase 2, boys, gifted and/or talented students, and high attainers make Outstanding progress. Girls and Emirati students make Very Good progress. Low attainers and students with additional learning needs, including students of determination, make Good progress in Phase 2. There are no identified G&T students in Phase 1.

Next Steps:

1. Provide regular opportunities for students in Phase 1 to ask simple questions and make predictions during play-based and guided science activities.
2. Continue to embed science learning in real-world contexts to promote deeper understanding and relevance, such as links to environmental or health-related topics.
3. Accelerate students' progress in GL-PTS to Outstanding levels.

Learning Skills

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

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

Subject	KG	Cycle 1	Cycle 2	Cycle 3
Learning Skills	Very Good ↓	Very Good	Not Applicable	Not Applicable

Findings:

- Students are highly enthusiastic, motivated, and actively engaged learners. They increasingly know their strengths and developmental needs. Across the school, students are purposeful and focused. They actively engage in their own development, progressively enhancing their abilities as learners and self-assessors. They have a clear understanding of their progress and strengths.
- During lessons, students are very productive and remain on task, interacting and collaborating positively. A developing strength is their ability to clearly articulate their understanding and include justifications in their answers.
- The questions that students ask reflect their ability to make connections between new learning and what they already know, while building on their knowledge and skills. They are thoughtful and reflective, analyzing learning situations to find effective solutions. In Phase 1, students' independence is evident during hands-on free play, while in Phase 2, it is evident during their science investigations. A large majority of Phase 2 students can solve problems, but their use of technology to assist learning requires development.
- Students can work independently and confidently, sharing their ideas and discoveries, and posing higher-order questions in group discussions. They design and assess their own investigations, frequently linking concepts from different subjects and applying their skills to real-world issues.

Next Steps:

1. Ensure all group members are assigned specific roles and responsibilities to encourage greater involvement.
2. Ensure that students in both phases have increased opportunities to elevate their knowledge and understanding through better use of learning technology.
3. Enhance students' communication skills and understanding by increasing opportunities for involvement in group and whole-class dialogue.

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

Personal Development

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Outstanding	Very Good	Not Applicable	Not Applicable

Findings:

- Students in Phase 1 demonstrate very positive attitudes to learning, supported by an inclusive and respectful school environment that fosters their personal, emotional, and social development. Across the school a strong culture of self-discipline and responsibility is evident in students' behavior and interactions. In Phase 1, students consistently display mature, proactive learning attitudes, showing high levels of resilience, engagement, and confidence in classroom and school-wide activities. Students in Phase 2, respond well to teacher feedback, take ownership of their learning, and are developing the ability to self-correct. The school effectively promotes perseverance and a growth mindset, helping students understand that setbacks are a natural part of learning.
- Behavior in Phase 1 is exemplary. Students across the school are consistently aware of, and adhere to, the school's code of conduct and core values resulting in a respectful and harmonious school culture. Bullying incidents are extremely rare, due in part to proactive initiatives such as regular values-based assemblies that reinforce kindness, empathy, and social awareness. As a result, relationships between students and staff are based on mutual respect and trust.
- Students demonstrate a high degree of empathy and sensitivity to the needs of others, frequently supporting peers through acts of kindness. Teachers build strong relationships with students by acknowledging their interests and needs, creating a safe, trusting environment. This caring atmosphere is evident throughout the school and is a clear reflection of the school's inclusive ethos and values.
- Students show a strong commitment to safe and healthy lifestyles. They bring nutritious meals from home and make informed decisions regarding their health and well-being. Students engage enthusiastically in physical education, weekly swimming, and a broad range of extracurricular activities that promote active living.
- The school's attendance rate of 98% is Outstanding, and students consistently arrive punctually to school and lessons.

Next Steps:

1. Strengthen student leadership opportunities across all phases to further support their maturity, responsibility, and empathy in contributing to a positive school culture.
2. Embed more structured and student-led wellbeing initiatives that promote kindness, inclusion, and digital safety awareness to sustain and deepen students' emotional and social development.
3. Encourage students in Phase 2 to initiate activities that promote healthy lifestyles.

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	Good	Good	Not Applicable	Not Applicable

Findings:

- Students across both phases demonstrate awareness and appreciation of Islamic values. They show tolerance, compassion, and respect toward each other in lessons and during breaks. Students participate in Islamic celebrations and enjoy taking part in charitable acts. However, across the school, students are still developing an understanding of the influence of Islamic values on their daily lives in the UAE.
- Students are knowledgeable about UAE culture and heritage, as evident in their projects, artwork, and engagement in celebrations. They show a sense of belonging to the UAE and its culture, heritage, and values. They consistently show respect when the national anthem is played. They learn about traditional Emirati life and actively engage in celebrating national events and visiting cultural and historical sites. However, only a few engage in initiating activities that promote national identity or take an active part in organizing school celebrations of national events.
- Students demonstrate a clear understanding and awareness of their own culture and speak proudly about their traditions. They have effectively benefited from the multicultural diversity of the students and staff to build a deep understanding and awareness of other world cultures through dialogues, discussions, and presentations. They also enthusiastically take part in celebrating International Day, which has enhanced their appreciation of other world cultures.

Next Steps:

1. Improve students' understanding and appreciation of the relevance and impact of the Islamic values on everyday life in the UAE.
2. Encourage students to initiate activities that promote national identity and actively participate in organizing school celebrations of national events.
3. Enable students to maintain excellent understanding of other world cultures through more consistent opportunities to engage in projects and schemes in classrooms and outside.

Social responsibility and innovation skills

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Very Good	Very Good	Not Applicable	Not Applicable

Findings:

- Students demonstrate a high awareness of their responsibilities toward the life of the school. The proactive involvement of some students, particularly from Phase 2, leaves a positive impact on the school and the wider community. Students from Phase 2 have participated in a wide range of events and activities that promote their social contribution and volunteering, such as the Ramadan Community Iftar, the Aoun award for community service, and collaborating with the municipality in painting road markings. Students from all year groups have also participated in donation campaigns that aim to help unfortunate families. As a result, students have a well-developed sense of civic responsibility and willingly take opportunities when available.
- Students in Phases 1 and 2 show very positive work ethics. They take risks in their learning and demonstrate resilience in completing their tasks. They are generally good listeners, and they enjoy working with others while taking pleasure in purposeful collaborative activities. Students from Phase 2 have participated in a range of projects and competitions that aim to promote their innovation and entrepreneurial skills, such as the Abu Dhabi F1 electric car race, the artificial intelligence club, and the STEM club. However, these participations are generally limited in terms of the number of students involved, and therefore have not yet had a clear impact on students' innovation and entrepreneurial skills.
- Students demonstrate high levels of care for the school environment and voluntarily participate in initiatives that aim to improve it. The school has a group of students from Years 1 to 6 called Eco Volunteers. They regularly meet and discuss issues, events, and projects that promote environmental awareness. They have contributed to setting up corners and wall charts around the school that promote sustainability and conservation. They were actively involved in creating the school vertical and aeroponic gardens, Pearl's beach cleaning campaign, and donating proceeds from in-school T-shirt and jewelry sales to support mangrove conservation at Jubail Mangrove Walk.

Next Steps:

1. Enhance students' motivation to participate in social contribution initiatives by offering more consistent opportunities for students to make meaningful contributions and benefit the school and the wider community.
2. Increase opportunities for a wider range of students to participate in innovation and entrepreneurship initiatives.
3. Encourage more students to participate in projects and initiatives that promote sustainability and conservation both locally and globally.

PS3: Teaching and Assessment

Teaching for effective learning

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Very Good ↓	Very Good	Not Applicable	Not Applicable

Findings:

- Most teachers effectively apply their subject knowledge in Phase 1, engaging students with clear, focused explanations that are contextually relevant. For example, teaching materials and hands-on activities are used to create dynamic and engaging lessons that foster exceptional learning. In Phase 2, most teachers effectively apply subject knowledge across subjects. Teachers adapt lessons well to students' learning needs through a structured, scaffolded approach, enabling students to understand their learning journey and progress confidently through clearly defined ladder steps. In Phase 2, teachers demonstrate solid subject knowledge in Arabic-medium and English-medium subjects. However, mathematics and science teachers' ability to lead contextual and reflective discussions is less developed, limiting opportunities to deepen cross-disciplinary connections and fully support students' transferable learning.
- Lesson planning is structured and consistent, providing a motivating learning environment and follows the lesson design approach of "Dive, Find, Reach Treasure, then Challenging Task". Teachers provide engaging lessons in a motivating environment, with plans often including links to the UAE and real-world contexts, as well as occasional connections to other disciplines. While overall pacing is effective, plenary time in Phase 2 needs improvement to allow students greater opportunities to consolidate their learning and reflect on key concepts. Available resources are used effectively in Phase 1.
- Teachers' interactions with students in Phase 1 ensure that they are always active and focused learners through gamification and different modes of teaching. Questioning challenges thinking and promotes insightful responses, with dialogue fostered to encourage engagement. In Phase 2, teachers ensure students are keen to learn, with questioning that promotes higher-order thinking, though its application remains inconsistent. Opportunities for thoughtful discussions and reflection would benefit from more time and more structured facilitation by teachers to enhance student engagement.
- Most teachers use successful strategies in Phase 1 to meet the diverse needs of students, ensuring engagement and relevance through varied teaching methods. Inquiry-based learning is effectively implemented, allowing students to explore concepts actively and independently. In Phase 2, while teachers use effective strategies to meet individual needs, there is room for further development in the use of inquiry-based approaches. Additionally, in lessons where there is high teacher-talk time, this takes away from opportunities for students to engage in self-directed learning and deeper engagement in discussions.
- In Phase 1, most teachers, especially in the English medium subjects, skillfully develop critical thinking through hands-on activities and inquiry-based learning, promoting exploration, experimentation, and discussion. In Phase 2, teachers are intentional in encouraging critical thinking. However, there is scope to more consistently facilitate problem-solving within lessons. Teachers do not consistently provide opportunities for students to engage in innovation, research, and independent learning across the core subjects.

Next Steps:

1. Strengthen teachers' ability in Phase 2, particularly in mathematics and science, to lead contextual and reflective discussions that enhance cross-disciplinary connections and support transferable learning.
2. Ensure plenary time in Phase 2 lessons is consistently used to consolidate learning and promote student reflection on key concepts.
3. Reduce teacher-talk time and increase opportunities for inquiry, innovation, and independent learning across the core subjects to deepen student engagement and critical thinking.

Assessment

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Outstanding	Very Good	Not Applicable	Not Applicable

Findings:

- The school has coherent and consistent internal assessment processes, that are well- aligned to the school's curriculum standards. Internal assessments provide valid, reliable, and comprehensive information on students' academic development. In Phase 1, teachers provide clear evidence of formative assessment and feedback, actively supporting student progress, showcasing their understanding through interactive activities such as answering questions based on stories and using context clues.
- The school effectively benchmarks students' academic performance in English-medium subjects against international standards through the GL Progress Tests (GL-PT) in English, mathematics, and science, taken by students in Years 2 to 6. In Arabic as a First Language, students from Years 4 to 6 sit the ACER IBT, as well as a small number of students studying Arabic as a second language. In addition to the GL-PT, the school participates in international assessments, including TIMSS (2023) and PIRLS (2021). A range of external data sources, including GL-PT, CAT4, and phonics screening, is used to inform planning, monitor student progress, and guide teaching strategies across subjects.
- The school conducts a rigorous and comprehensive analysis of internal assessment data across Phases 1 and 2. Outcomes are broken down by skill in English, mathematics, science, and Arabic as a second language, enabling precise identification of strengths and areas for development.
- Data from GL Progress Tests and formative assessments are triangulated to track and monitor student progress effectively. The school's analysis informs the grouping of students, modification of teaching strategies, and the planning of targeted interventions. Action plans are consistently updated by lesson, week, and unit to address specific skill gaps. In the primary phase, goal setting in core subjects is well established, supported by ongoing qualitative insights to meet the needs of individual learners.
- Assessment data is skillfully used in Phase 1 and very effectively used in Phase 2 to inform teaching, adjust strategies, and guide curriculum decisions. Comprehensive data, tracked weekly and termly, supports targeted teaching and parental involvement through accessible curriculum plans, Seesaw updates, and Parent-Teacher Conferences. In Arabic-medium subjects, while teachers ask questions to check for understanding, there is an opportunity to make these questions more challenging and focused on deeper skill development.
- Teachers in Phase 1 demonstrate a clear understanding of individual students' strengths and areas for development, offering tailored support and appropriately challenging tasks. Their feedback is consistent, detailed, and clearly aligned with success criteria, providing students with actionable next steps. In Phase 2, while teachers also understand individual strengths and weaknesses, there is an opportunity to further refine support for students through ensuring more consistent, targeted feedback. Both phases incorporate self-assessment; however, Phase 1 students receive more frequent and guided opportunities, allowing for clearer reflection and growth.

Next Steps:

1. Improve the quality of questioning within Arabic-medium subjects to promote deeper skill development and critical thinking.
2. Enhance the consistency and precision of feedback in Phase 2 and expand opportunities for self-assessment to support student reflection and ownership of learning.
3. Ensure that all teachers consistently use assessment data to tailor support and challenge for all groups of students, particularly high attainers.

PS4: Curriculum

Curriculum design and implementation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Very Good	Very Good	Not Applicable	Not Applicable

Findings:

- The school follows the Early Years Foundation Stage (EYFS) in Phase 1 and the National Curriculum for England (NCfE) in Phase 2 for English medium subjects, and the Ministry of Education (MOE) for Arabic medium subjects. The curricula have a clear rationale. The NCfE curriculum maintains a strong balance of skills, knowledge, and understanding, particularly in reading, writing, speaking, and listening, whilst the EYFS provides opportunities for practical and physical learning.
- The curriculum is effectively planned and mapped to ensure progression in subjects and across phases, including focusing on writing skills across the curriculum and developing key learning skills. As a result, learning is well planned to take into account existing knowledge and prepare students for the next phase of their education. The implementation of project-based learning to promote independent learning and engagement in Phase 2 is inconsistent. In the Arabic medium subjects, the taught curriculum is inconsistent in meeting the needs of the different groups of students.
- There are no curriculum choices as the school only goes to Year 6.
- Cross-curricular links are meaningful and intentionally planned. In Arabic-medium lessons, subject concepts are effectively integrated, while topic-based learning in English-medium subjects enhances students' ability to transfer knowledge across subjects, particularly in geography, history, and art.
- The school has conducted curriculum reviews since the start of the academic year. Additionally, the school uses internal data, monitoring reviews, and external benchmarking information to ensure the planned curriculum matches the needs of most students.

Next Steps:

1. Ensure the taught curriculum in the Arabic medium subjects meets the needs of the different groups of students.
2. Enhance project-based learning to promote independent learning and engagement in Phase 2.
3. Continue to develop cross-curricular topic work, expanding units to connect learning across Arabic and English medium subjects.

Curriculum adaptation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Very Good	Very Good	Not Applicable	Not Applicable

Findings:

- Curriculum adaptation is systematically planned and very successful in ensuring that the modifications meet the diverse needs of all learners, including the different groups of students. The inclusion team collaborate with subject teachers to develop SMART learning objectives within Individual Education Plans (IEPs) and lesson plans. Adaptation strategies include small-group support, differentiated teaching, phonics interventions, structured Arabic reading support sessions, and after-school programs. Teacher assistants play an effective role in delivering interventions to small groups, ensuring students receive focused support during lessons. The school offers parent sessions to communicate curriculum adaptations, ensuring families are informed and aligned with learning goals; tools such as gap analysis and 'Learning Ladders' guide these modifications to maintain coherence and progression across phases. High attainers and gifted and/or talented students receive differentiated tasks and engage in extracurricular clubs; however, they do not always receive sufficient challenge to make the progress they may be capable of across both phases and different subjects.
- The curriculum is interesting, providing a broad range of opportunities designed to support students' holistic development. Students participate in extra-curricular after-school clubs throughout the week that nurture their interests and talents. Activities include Wellbeing sessions, Fitness Bootcamp, Fun Football, Art and Crafts, the Artificial Intelligence Club and Cooking Club. Students participate in innovative sustainability projects, where ideas originate from student-led discussions, such as the vertical garden, the "Sustainable City" and "Botanical Garden" projects. However, there are inconsistent structured opportunities to develop students' entrepreneurial skills, engage with global environmental issues, and connect projects to real-world challenges.
- Students benefit from coherent learning experiences across most subjects that promote a secure understanding and appreciation of UAE heritage and culture. The school effectively integrates UAE culture and national identity throughout subjects and school life. Curriculum planning includes deliberate, term-by-term integration of National Identity topics, with cross-curricular links in English and Social Studies. While students engage meaningfully and cohesively with the UAE's culture and heritage, there is an opportunity to further enhance these connections across all subjects and expand them to include the UAE's contemporary achievements and global contributions.

Next Steps:

1. Provide more consistent modifications and monitoring to the curriculum to meet the needs of high achievers and gifted and talented in lessons.
2. Strengthen challenge and differentiation for high attainers and gifted and/or talented students by designing more rigorous tasks and enrichment opportunities across all subjects and phases to maximize their progress and potential.
3. Develop and implement more consistent, structured opportunities within the curriculum and extracurricular programs to build students' entrepreneurial skills and deepen their engagement with global environmental issues through real-world projects.

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	Not Applicable	Not Applicable

Findings:

- The school demonstrates rigorous and comprehensive safeguarding procedures, ensuring that the well-being, health, and safety of students are consistently prioritized. A clearly articulated child protection policy is in place, accessible to all stakeholders via the school website. All staff confirm their understanding of this policy through signed declarations and receive frequent, high-quality training. Staff participation in mandatory safeguarding training is closely monitored and recorded. The school maintains an accurate and regularly updated electronic register of all personnel, including external providers, and implements a strong culture of vigilance. The school's actions towards bullying, including cyberbullying, are highly effective. Students are actively taught how to stay safe online and on social media platforms, promoting a strong culture of digital responsibility. However, more frequent communication with parents on safeguarding matters would further strengthen the shared responsibility for student safety.
- The health and safety systems in place are exemplary. Regular and detailed risk assessments are conducted for all school activities, including off-site events, and are followed by appropriate actions. The school strictly adheres to all legal and Civil Defence requirements, conducting regular emergency drills and ensuring all compliance records are in place. Supervision of students during school hours and on school transport is consistently effective. Professional, licensed contractors manage a range of safety operations, including CCTV, alarms, cleaning, chemical disposal, and water quality.
- The school has external contractors to manage health and safety tasks, the school's CCTV and alarm system, 24-hour site security, routine water quality testing, swimming pool maintenance, and the daily cleaning of the school. The school maintains very detailed and secure records, including records of incidents and subsequent actions. In addition to up-to-date records for these regulatory daily checks, all contracts are with approved providers. The school has a well-equipped medical clinic staffed by two nurses. The school's medical clinic is well-equipped, staffed with two qualified nurses, with robust systems in place for medication administration and health record keeping. All medicines are locked in a fridge inside the clinic, and nurses supervise and administer the medication to students as and when required.
- The school's premises and facilities are well-suited to the educational needs of all students and provide a safe and secure physical environment that meets their learning needs. Although ramps are in place to support safe movement throughout the ground floor areas, accessibility to the first floor remains limited for individuals with mobility or physical disabilities.

- The promotion of healthy and safe lifestyles is very well embedded across the school. Students are consistently encouraged to make healthy choices, supported by initiatives such as packed healthy lunches and regular assemblies that focus on topics such as balanced nutrition and personal hygiene. Teachers and students support and monitor the meal choices students bring, complemented by well-planned assemblies and awareness campaigns on digital safety, hygiene, and road safety. A broad range of physical activities is available to students, contributing positively to their physical development and well-being. These include access to a well-maintained gymnasium, a swimming pool, basketball courts, an outdoor astro turf area, and ample shaded recreational spaces. The school implements very good measures to safeguard students from excessive sun exposure, such as shaded play areas, access to fresh drinking water throughout the day, and promoting the wearing of appropriate headwear. These proactive practices ensure that students remain safe, active, and engaged in healthy lifestyle choices.

Next Steps:

1. Increase the frequency and variety of communication with parents regarding safeguarding matters to strengthen the partnership between home and school in promoting student safety and wellbeing.
2. Improve physical accessibility by enhancing access to upper floors, ensuring all students and staff, including those with mobility or physical challenges, can safely and fully access all areas of the school premises.
3. Continue to expand and promote health and safety awareness initiatives by integrating interactive workshops and parental involvement opportunities to reinforce healthy lifestyle choices across the school community.

Care and support

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Very Good	Very Good	Not Applicable	Not Applicable

Findings:

- The school fosters exemplary staff-student relationships characterized by mutual respect, trust, and understanding. Teachers and staff members know each student exceptionally well, tailoring their support to individual needs. Behavior expectations are clearly communicated and consistently upheld, resulting in a positive and respectful school climate. The school's behavior management system is highly effective, promoting self-discipline and positive conduct among all students.
- The school demonstrates a highly successful approach to promoting outstanding attendance and punctuality. Systems for monitoring and managing attendance are exceptionally efficient and effective. Prompt and decisive action is taken when attendance or punctuality issues arise, with parents fully supporting the importance of maintaining high levels of attendance. Parents are promptly contacted if students do not arrive as expected, helping to ensure consistent student attendance and punctuality.
- The school has comprehensive and rigorous systems to identify students with additional learning needs, including students of determination and those who are gifted and/or talented. Identification processes are thorough and prompt, ensuring that students' needs are accurately recognized and addressed. The school maintains detailed records, including medical and diagnostic assessments, to inform support strategies. The school identifies gifted and/or talented students based on intellectual, creative, physical, or social strengths.
- Once identified, students benefit from carefully developed individual education plans (IEPs), which are communicated effectively to both parents and classroom teachers. These plans include curriculum adaptations and personalized teaching strategies to meet the diverse learning needs of students. Specialist staff lead targeted interventions, and classroom teachers collaborate to promote inclusive practices across the school. While most students make consistent progress toward their academic and personal goals, the use of IEP targets to inform day-to-day teaching is not yet consistently embedded in all lessons. The school implements In-School Specialist Services and maintains positive engagement with external agencies to ensure well-informed support strategies. The inclusion team is effective; however, the absence of an Arabic-speaking member limits communication with Arabic-speaking families and reduces the ability to provide culturally and linguistically responsive support.
- The school provides Very Good levels of guidance and support that effectively promote students' personal, social, and academic development. While academic data is reliable, the current approach to tracking students' well-being and personal development is less structured. Students benefit from access to experienced and well-informed advisors who offer tailored support, nurturing their self-esteem and confidence. The school's open-door policy fosters a positive and supportive environment that is highly valued by students and their families. Older students receive relevant academic guidance that is aligned with their individual goals and aspirations. The school supports students through key transition points, including progression between phases and preparation for further education.

Next Steps:

1. Continue to provide training for teachers to support them in the implementation of IEPs.
2. Ensure IEP targets are consistently integrated into daily lesson planning to enhance the effectiveness of personalized support and ensure that all students with additional learning needs including students of determination make measurable progress against their targets.
3. Develop and implement a structured system for tracking students' well-being and personal development, enabling staff to more effectively monitor, support, and enhance each student's holistic growth.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good

Findings:

- The recently established senior leadership team, led by a highly experienced principal, has set a clear and ambitious strategic direction for the school, shared with the school community. A detailed vision and mission statement has been shared with staff, parents, and students. There is a clear commitment to the UAE national priorities and the national agenda, which are embedded in the schools' work, including plans for students to succeed in international assessments, including PIRLS and TIMSS. The principal and school leaders ensure that the school maintains an inclusive admission policy and effectively supports students with additional learning needs, including students of determination.
- Senior leaders demonstrate a thorough knowledge and understanding of the curriculum and best practices in teaching and learning. The development of a school-specific teaching framework for students and teachers, the 'PEARL Dive kit', focuses on engaging students in their learning and making them accountable. This has resulted in a purposeful and inclusive learning culture where students take responsibility for their learning and development.
- Relationships and communication between all stakeholders, including parents, are consistently professional and highly effective. Leaders have delegated roles and responsibilities across the school, including key stage and subject leaders, supporting shared responsibility. Middle leaders know their roles and are accountable for supporting teaching and raising student achievement. The school focuses on working across key stages, with subject leaders being class teachers in EYFS and lower year groups. As a result, middle leaders know the learning approaches undertaken in different phases. Moral across the school is very positive.
- Leaders at all levels understand what they need to do to improve the school. They have identified key areas for improvement, including writing skills, inquiry, engagement in learning, and consistency in teaching. They have successfully improved these areas by having staff adopt and integrate them into their work. However, leaders acknowledge that more consistency in teaching is needed to improve student achievements, especially when incorporating new teachers into the school. School leaders have been innovative in reviewing and modifying the curriculum to meet the needs of a large majority of students. School leaders demonstrate a strong capacity to improve the school.
- Leaders hold staff accountable through regular analysis of students' performance data, formal and informal lesson observations and personal reviews. As a result, the school has continued to maintain performance levels in English medium subjects. However, performance has regressed in Arabic as a first language and in social studies. Leaders ensure that the school is compliant with statutory and regulatory requirements.

Next Steps:

1. Enhance monitoring of Arabic and Social Studies, using data analysis and lesson observations to identify areas for improvement and implement targeted interventions.
2. Strengthen consistency in teaching practices, providing targeted support for new teachers, ensuring they effectively integrate the PEARL Dive Kit approach.
3. Continue to review the impact of teaching and learning approaches to ensure that they raise student achievement across all subjects.

School self-evaluation and improvement planning

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

Findings:

- The school takes a rigorous approach to self-evaluation, using a range of internal and external data and assessments, as well as internal and external reviews. As a result, judgments are realistic and aligned with the UAE inspection framework. The school knows its strengths and key priority areas requiring improvement very well.
- Senior and middle leaders monitor and systematically conduct teaching and learning observations. They conduct a series of informal learning walks and formal lesson observations that follow a prescribed approach and link into the Aldar organization’s teaching approach. New staff receive focused support and feedback. The monitoring focuses on teaching and its impact on students’ achievements, including how teachers integrate the whole school PEARL ‘teacher and learner dive kit’. Monitoring has ensured that student achievement has been maintained across several subject areas. New subject leaders can identify key features of teaching, but require more support to identify the impact of teaching on student progress.
- The school improvement plan is coherent and identifies key priorities, areas for improvement, targets, responsibilities, and success criteria. The targets set are broad, and the plan does not fully identify the key success metrics for improvement. The improvement priorities align with the previous inspection report and the school self-evaluation.
- The school has continued to show sustained improvement over time in many areas and implemented several recommendations from the previous inspection report, including a focus on writing skills. However, initiatives towards the Arabic medium subjects have not yet positively impacted students’ achievements.

Next Steps:

1. Strengthen the capacity of new subject leaders by providing targeted training and support to help them more effectively evaluate the impact of teaching on student progress.
2. Refine the school improvement plan by setting specific, measurable success criteria and performance metrics to better track the impact of initiatives and ensure accountability across all priority areas.
3. Intensify improvement strategies for Arabic-medium subjects, ensuring actions are closely monitored and adapted to accelerate gains in student achievement in these areas.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Outstanding

Findings:

- The partnership with parents and their involvement is one of the school's strongest features. The school has a well-established tradition of successfully engaging parents in both their children's learning and the wider school community. Parents appreciate the regular opportunities to share their views and value how these perspectives are genuinely considered when shaping school improvement priorities. As a result, they feel empowered as active partners in the educational process, contributing to the school's ongoing efforts to raise standards.
- Parents speak highly of the school's high-quality communication, which keeps them well-informed about their children's progress and wider school developments. Reporting strategies clearly and accurately convey a comprehensive picture of students' academic performance and personal development, including areas for improvement and the next steps in their learning. A notable feature is the inclusion of Arabic-language reports for Arabic subjects. While most parents find the reports useful, a few express difficulty navigating end-of-term summaries.
- The school also contributes regularly to the local community through charitable initiatives and partnerships with other schools and organizations, which enhance students' learning experiences. However, contributions at the national and international levels are less well-developed.

Next Steps:

1. Further develop the format and accessibility of end-of-term reports to ensure all parents can easily interpret the information provided.
2. Strengthen the school's outreach and partnerships at national and international levels to broaden students' global awareness and civic engagement beyond the school community.
3. Continue to regularly engage parents as key partners regarding key strategic developments of the school.

Governance

Performance Indicator	Quality judgement
Governance	Outstanding

Findings:

- Governance includes representation from various stakeholders through the Aldar company board and the Schools Governance Group (SGG). The SGG includes parents, staff and community representatives. There is no in-person student representative. However, the board seeks students' views through the PEARL student parliament. The SGG has various sub-committees, such as teaching, health, safety, and safeguarding, which feed into governance meetings. The board seeks the views of stakeholders, including parents, through regular surveys and liaison with the newly established parent group and informally through community networks. As a result, most governors have a comprehensive and accurate knowledge of the school and its work.
- The Aldar board ensures accountability for the school's actions and outcomes by systematically monitoring the school. The principal is held fully accountable for the quality of the school's performance, including the academic achievements and the personal and social development of students. Accountability is through regular reports by the Principal to their line manager and to the Aldar CEO. Members of the SGG visit the school and see the work of students in lessons and when participating in events, as well as being involved in staff recruitment. There are regular school-wide reviews including health and safety, human resources and leadership accountability. The SGG, who meet termly, receive regular reports from the Principal and key staff, and documented agendas and minutes show that they act as constructive critics to help the school improve.
- The SGG and Aldar boards significantly contribute to the school's leadership and direction. Through the Aldar cluster lead, advice and guidance is given to the school based on detailed knowledge of education trends in the UAE and internationally. The Aldar board has also ensured that the school is well-staffed, including intervention support staff, and is well-resourced to ensure that statutory requirements are met. The board has established clear policies and procedures for all aspects of the school's operations, including quality assurance, safeguarding and health and safety compliance.

Next Steps:

1. Continue to support and hold senior leaders accountable for improving student outcomes and the school's overall performance.
2. Expand the strategic use of stakeholder feedback, particularly from the parent group and community representatives, to inform school improvement planning and ensure transparency in how feedback shapes decisions.

Management, staffing, facilities and resources

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

Findings:

- The day-to-day management of the school is highly effective, with well-organized timetabling that ensures smooth operation across all areas. Staff and students are fully aware of school routines and expectations, contributing to an orderly and productive learning environment. The procedures for student arrival and dismissal are efficiently managed and executed with a strong focus on safety, further enhancing the conducive atmosphere for academic success. Clear and relevant information is readily available through well-maintained information boards and displays, which provide important updates on daily events. This organized approach to communication supports the overall effectiveness of the school's operational procedures, ensuring a seamless experience for both staff and students.
- The school is appropriately staffed with highly qualified professionals, ensuring that both teaching and non-teaching staff contribute to the school's overall success. Teachers, support staff, and specialists, such as inclusion teachers, are deployed effectively to foster both academic and personal achievement. The school also has a very effective team of supervisory support staff who are very well-deployed and contribute significantly to ensuring the well-being of all students and staff across the school, creating a positive and happy environment. Staff have access to a well-structured and comprehensive professional development program. The school provides a wide range of regular professional development opportunities, complemented by an internal development schedule led by senior leadership. This approach ensures that staff receive ongoing support and are equipped with the skills necessary to enhance their teaching practice.
- The school provides a safe and welcoming environment that effectively supports both curricular and extracurricular activities, fostering student achievement. Its well-designed premises include specialized spaces such as music room, astro turf area, indoor gym, swimming pool, large library areas, reading corners, and a well-stocked library, all of which are fully equipped to enhance teaching and learning. Additionally, the school offers a wide range of specialist facilities, including a spacious indoor courtyard area for FS students, thoughtfully designed to ensure accessibility for all. The school also offers a wide range of specialist facilities, including a spacious indoor area for KG students, designed to ensure accessibility for all. However, the accessibility could be further enhanced, in order to ensure that all areas of the school are equally accessible to everyone.
- The school provides high-quality resources, including advanced technology, that enhance student engagement and support the delivery of a broad and balanced curriculum. Since the last inspection, the school has made notable improvements to its facilities, such as newly decorated windows, doors, and classrooms. Every classroom is equipped with a smart whiteboard, and the overall environment effectively supports teaching and learning. Equipment is of good quality, well-distributed, and readily accessible to all students, contributing positively to classroom experiences. However, despite the availability of advanced technological tools, their use in daily lessons remains inconsistent. As a result, students do not always benefit from fully integrating technology into their learning.

Next Steps:

1. Continue to broaden professional development opportunities to include targeted training aligned with teachers' individual needs to continue to raise the quality of teaching and learning across the school.
2. Enhance accessibility across the school by reviewing and improving entry to key areas, ensuring that students, staff, and visitors with physical or mobility needs can access essential parts of the premises.
3. Enhance the integration of technological resources into daily lessons to maximize student engagement, personalize learning, and develop essential digital literacy skills.

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