

# Irtiqa'a School Inspection

AY 2025/26

Cranleigh School - Abu Dhabi

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**Rating: Outstanding**

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# School Information

General Information	
 <b>Name</b>	Cranleigh School - Abu Dhabi
 <b>Esis Number</b>	9251
 <b>Location</b>	P4,SDN8,AL SAADIYAT ISLAND,Abu Dhabi
 <b>Website</b>	<a href="https://www.cranleigh.ae">https://www.cranleigh.ae</a>
 <b>Telephone</b>	026437317
 <b>Principal</b>	TRACY ANN CROWDER CLOE
 <b>Inspection Dates</b>	27 to 30 Oct 2025
 <b>Curriculum</b>	British

## Information On Students

<b>Cycles</b>	Cycle 1 - Cycle 2 - Cycle 3 - KG
<b>Number of students on roll</b>	1550
<b>Number of Emirati students</b>	326
<b>Number of students of determination</b>	153
<b>Largest nationality group of students</b>	Britain - UAE - USA

## Information On Teachers

<b>Number of teachers</b>	147
<b>Nationalities</b>	United Kingdom (UK) - Ireland - Jordan
<b>Number of teaching assistants</b>	22

## Changes since the previous inspection

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Since the previous inspection in 2023, the school's overall judgement has remained Outstanding, which reflects the school's commitment to sustaining high standards and quality education.

Overall, students' achievement in Arabic-medium subjects has remained good with some improvements and regressions. In Islamic education, students' attainment and progress in phases 2, 3, and 4 regressed from Very Good to Good, and are judged Good in Phase 1. In Arabic as a first language, attainment and progress in Phase 1 is judged Acceptable. In Phase 2, attainment remained Good, but progress regressed from Very Good to Good. In phases 3 and 4, attainment regressed from Good to Acceptable, while progress remained Good. In Arabic as a second language in phases 2 and 3, attainment remained good, while progress improved from good to Very Good. In social studies, attainment and progress remained Very Good in phases 2 and 3. The regression in Arabic as a first language and Islamic Education is linked to less effective teaching strategies that do not consistently engage and challenge all students or extend their learning, particularly in developing deep conceptual understanding and higher-order language skills. The improvement in students' progress in Arabic as a second language reflects the use of more effective motivational teaching approaches and increased adaptation of learning to better match students' language proficiency levels.

Overall, students' achievement in English-medium subjects has remained Outstanding, with improvement evident

in several areas. In English, students' attainment and progress remain Outstanding across all phases, with attainment in Phase 2 improving from Very Good to Outstanding. In mathematics, attainment remains Very Good in phases 1 and 2, Outstanding in Phase 3, and has improved from Very Good to Outstanding in Phase 4. Progress in mathematics remains Outstanding in phases 1, 2, and 3 and has improved from Very Good to Outstanding in Phase 4. In science, achievement remains Outstanding in phases 2, 3, and 4. In Phase 1, attainment remains Very Good, while progress has improved from Very Good to Outstanding. These improvements in English-medium subjects reflect consistently effective teaching, including consistent opportunities for discussion, challenge, and extension that engage students, deepen learning, and accelerate progress.

Learning skills have remained Outstanding in all phases. Students demonstrate very positive and responsible attitudes towards their learning; they are highly engaged and motivated, collaborate effectively across a range of learning situations, and develop secure critical-thinking, problem-solving, and independent-learning skills, particularly in English-medium subjects.

Performance standard 2 (PS2), related to students' personal and social development and their innovation skills, was not evaluated during the previous inspection. Students' personal and social development is now judged as Outstanding in Phases 1 and 2, and Very Good in Phases 3 and 4. Students' understanding of Islamic values and awareness of Emirati and world cultures are now judged as Good across all phases, while students' social responsibility and innovation skills are judged as Very Good in all phases. Students demonstrate strong self-reliance and consistently high levels of self-discipline, support one another effectively, and actively participate in health and safety initiatives, particularly in phases 1 and 2. Students demonstrate a clear awareness and appreciation of Islamic values and the UAE's culture and heritage. However, they do not consistently apply Islamic values in their daily school life, nor do they regularly initiate or lead projects that actively promote the UAE's culture and heritage. Overall, students demonstrate effective leadership and make meaningful contributions to school and wider community initiatives.

Both teaching for effective learning and assessment have remained outstanding in all phases. The quality of teaching is reflected in the high-quality, harmonized lesson plans across all phases. Assessment practices are coherent and reliable, with assessment information used effectively to inform teaching, provide high-quality feedback, and secure consistently strong learning outcomes. A comprehensive and coherent system for collecting learner data is in place. The Academic Data Dashboard provides actionable information to inform lesson planning and delivery.

Performance Standard 4 (PS4), relating to curriculum design and adaptation, was not evaluated in the previous inspection. Curriculum design, implementation, and adaptation are judged Outstanding across all phases. The curriculum offers students broad curricular choices across the school that cater to different interests, needs, and abilities. It is highly effective in meeting the needs of all learners, including gifted and/or talented students and those with additional learning needs, including students of determination, ensuring equitable access, appropriate challenge, and consistently strong learning outcomes, particularly in English-medium subjects.

The health and safety of students, including child protection, remains Outstanding, as does the care, guidance, and support which the school provides to all students, across all phases. The welcoming and inclusive environment supports all students, while highly effective systems are in place to identify and support students who are gifted and/or talented and those with additional learning needs, including students of determination.

The quality of leadership and management at the school remains Outstanding across all indicators. School leaders at all levels, confidently led by the executive leadership team and fully supported by the governing board, are empowered and wholly committed to improving the quality of academic, personal, social, and cultural outcomes for all students. Self-evaluation processes are highly effective, as are partnerships with parents and the community. The support and impact of the school's governing board and the Strategic Partnership Group on the school's overall performance remain Outstanding. The management, staffing, quality, and maintenance of facilities, and the provision of resources, also remain Outstanding. All leaders are committed to their school and to continuous improvement.

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

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School leaders remain strongly committed to achieving their targets in international benchmark assessments, including TIMSS, PISA, and PIRLS. They ensure that assessment priorities are fully integrated into all areas of leadership responsibility. In preparation for these assessments, the school implements a range of activities designed to enhance students' critical thinking and problem-solving skills in line with the requirements of international tests. All relevant departments incorporate TIMSS, PIRLS, and PISA-style questions into their planning to familiarize students with the formats and questioning techniques. Leaders allocate targeted resources, including teacher training and educational materials, to effectively support the preparation process.

The curriculum is adapted to incorporate activities that promote students' reasoning, critical thinking, and problem-solving skills across all phases. In mathematics, students strengthen their ability to apply mathematical knowledge and answer questions effectively as part of their preparation for TIMSS and GL assessments. Across all subjects, teachers provide structured practice opportunities through sample questions, problem-solving tasks, and mock assessments that mirror international testing conditions, ensuring students are confident and familiar with both content and format. Teachers systematically monitor outcomes and refine their teaching and planning in response to emerging data and findings.

The school ensures teachers are well prepared through a comprehensive program of continuous professional development that focuses on sharing best practices and promoting high expectations for all students. Teachers benefit from external examination board training provided by Pearson in examination subjects. Ongoing training in preparation for international assessments equips teachers to plan and deliver lessons effectively, enabling students to engage confidently with question types and formats consistent with international assessment standards.

Parents are consistently informed about the process of standardized assessments to ensure they have a strong understanding of the international assessment and to promote positive collaboration with the school regarding the importance of these examinations.

## Performance in standardized and international assessments

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

### Standardized Assessments

Students in years 4 to 10 participated in the GL Progress Test in English, Math, and Science. Results of AY2024/25 GL Progress Test indicate the following:

- Students' attainment in the GL Progress Test for English is Very Good in phases 2 and 3, while progress is Acceptable in Phase 2 and Good in Phase 3.
- Students' attainment in the GL Progress Test for mathematics is Very Good in Phases 2 and 3, while progress is Acceptable in both phases.
- Students' attainment in the GL Progress Test for science is Outstanding in Phases 2 and 3, while progress is Good in both phases.

### International Assessments: TIMSS, PISA, PIRLS

In the PISA 2022 international assessments, 15-year-old students participated in tests in reading, mathematics, and science literacy. The results show the following:

- In reading literacy, students achieved a score of 581, above the school target of 508 and the international average of 476.

- In mathematical literacy, students achieved a score of 570, above the school target of 527 and the international average of 472.
- In scientific literacy, students achieved a score of 562, above the school target of 518 and the international average of 485.

**In the TIMSS (Trends in International Mathematics and Science Study) 2023 assessment, results indicate:**

- In Year 5 mathematics, students achieved a score of 611, below the school target of 622, and above the international average of 503.
- In Year 9 mathematics, students achieved a score of 623, above the target of 594 and above the international average of 478.
- In Year 5 science, students achieve a score of 615, above the target of 610, and above the international average of 494.
- In Year 9 science, students achieve a score of 640, above the target of 602, and above the international average of 478.

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

- Year 5 students participated in the PIRLS examination and achieved a score of 635.31, placing them in the high International Benchmark range.

## Reading

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School leaders have implemented a whole-school reading strategy with defined objectives across all subjects and phases. In Pre-Prep, timetabled reading lessons are provided, and Reading Leaders oversee reading development in Phases 1 and 2. In Phases 2 and 3, students attend weekly literacy lessons in the library, while Phase 4 students access the senior library once every two weeks during English lessons. The school organizes Book Fairs, Reading Week, and author visits in English and Arabic to support reading engagement across all phases.

The school operates three main libraries: one for Pre-Prep, a Phase 2 library, and a senior library for older students. Class libraries and reading corners supplement these spaces to support reading across all phases. Library spaces include seating, tables, quiet reading areas, and small-group collaboration zones designed for each phase. Classrooms and corridors feature reading areas and visual displays linked to texts, creating a literacy-rich environment. Libraries support English, Arabic, Modern Foreign Languages, and other native language curricula. Collections include over 30,000 books, including more than 2,000 Arabic titles, with a variety of fiction and non-fiction texts across all languages. Digital platforms, such as Accelerated Reader (Years 3–9) and Star Reading, provide guided reading materials and monitor student progress. In Arabic, Rika and Scholastic reading schemes support curriculum delivery.

Reading is developed across all subjects and phases and extends beyond English and Arabic lessons. Instructional approaches include guided reading, dedicated reading lessons, and structured phonics programs in the early years. Later phases focus on advanced reading skills, including skimming, inference, and text analysis. Teachers assess and track reading levels using digital platforms and diagnostic tools. Intervention programs support students requiring additional help, with progress monitored to address gaps. Departments review and update reading and comprehension development plans to align with evolving student needs and curriculum priorities.

Staff participate in regular CPD on early reading, phonics, and guided-reading practices, supported by coaching from Reading Leaders. Training covers read-aloud strategies, comprehension questioning, using STAR and Accelerated Reader data, and aligning classroom routines with the school's reading framework. Workshops also focus on creating reading-rich environments and engaging families in reading.

Parents are encouraged to support reading at home. Students participate in enrichment activities, including the Arabic Spelling Bee, Emirates Festival, and Chevron Reading competition. Reading progress is reported separately to parents, and students track their reading targets in Arabic reading books. Digital platforms, such as Bravo and Kutubi, support reading fluency and comprehension outside the classroom.

## Strengths of the school

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- Students continue to make Outstanding achievements in English-medium subjects across all phases and subjects, and attain high outcomes in the international assessments.
- Students demonstrate highly developed learning skills, showing exceptional engagement, collaboration, independence, and responsibility across all phases.
- Teaching, assessment, and curriculum provision reflect best practices across the school, ensuring consistently high-quality learning experiences for all students.
- The school provides an exceptionally safe, inclusive, and nurturing environment, with an embedded culture of safeguarding, care, and personalized support.
- Leadership at all levels is highly effective, driving continuous improvement through clear strategic direction, strong accountability, and a culture of excellence.

## Key Recommendations

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### **1. Raise students' achievement in Arabic-medium subjects and strengthen their understanding and appreciation of Islamic values and Emirati culture by:**

- enhancing students' knowledge and skills in Islamic education by interpreting and applying Qur'anic and Hadith evidence in context, relating Islamic concepts to contemporary issues, and deepening understanding of Seerah and Tajweed across all phases.
- strengthening students' Arabic First Language skills by improving reading accuracy, comprehension, and higher-order reading and writing skills, and developing speaking through structured discussions and collaborative activities across all phases.
- developing students' Arabic Second Language proficiency by improving reading fluency, expressive reading, writing skills, and speaking fluency in Standard Arabic.
- improving students' application of Islamic values and expanding student-led initiatives that celebrate the UAE's culture and heritage, ensuring meaningful engagement and participation of students across all phases.

### **2. Continue to improve teaching for effective learning and assessment across all phases by:**

- ensuring that all students, especially the high attainers and those needing additional support, experience consistently high levels of challenge, engagement, and adaptive teaching across subjects, to the best modelled in the school.
- strengthening the purposeful integration of innovation, enquiry, and problem-solving, particularly in Arabic-medium subjects and project-based learning.
- using assessment information (formative and summative) more consistently to adjust planning, personalize

learning, and secure better progress in lessons and over time, particularly in Arabic-medium subjects.

- embedding clearly sequenced opportunities for students to apply learning independently through discussion, analysis, interpretation, and real-world connections, particularly in Arabic-medium subjects.

### **3. Improve the impact of leadership on student outcomes by:**

- ensuring the impact of senior and middle leadership, particularly in Arabic-medium subjects, is strengthened by aligning continuous professional development more closely to identified pedagogical and assessment priorities, and by ensuring monitoring and feedback focus sharply on the impact of teaching on students' outcomes.
- embedding whole-school systems that enable departments to share best practice, moderate assessment judgements, and monitor teaching impact more reliably across phases.
- strengthening the focus of lesson observation processes on students' learning outcomes, and aligning evaluation findings explicitly with self-evaluation outcomes, the School Development Plan, and departmental action plans so that priorities, actions, and success criteria are clearly communicated and understood by all stakeholders.

### **4. Continue to improve students' performance in international assessments (TIMSS), by:**

- providing targeted support in Grade 4 mathematics to meet internal performance targets through focused practice and TIMSS-style problem-solving.
- using assessment data to identify gaps and refine teaching strategies, and maximize students' critical thinking and reasoning skills.

# Overall School Performance: Outstanding

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

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

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

**PS3: Teaching and Assessment**

	<b>KG</b>	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

**PS4: Curriculum**

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

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

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

**PS6: Leadership and Management**

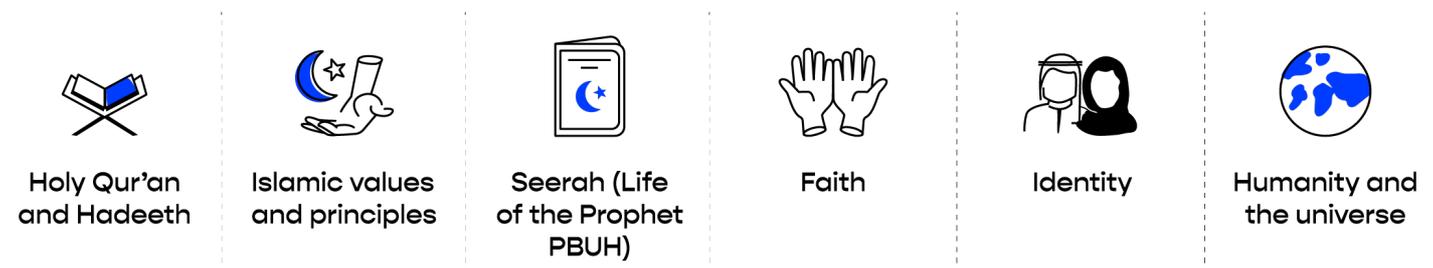
The effectiveness of leadership	Outstanding
School self-evaluation and improvement planning	Outstanding
Parents and the community	Outstanding
Governance	Outstanding
Management, staffing, facilities and resources	Outstanding

# 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:



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

### Findings:

- The school's analysis of internal assessment data for AY2024/25 against the Ministry of Education (MoE) curriculum standards for Islamic education indicates that most students across phases 2, 3, and 4 attain levels above the curriculum standards. There is no internal data available for Phase 1, as Islamic education has only been introduced in the current AY2025/26.
- There are no external national or international assessments for Islamic Education in any phase.
- In lessons and their recent work, the majority of students across phases 1, 2, 3, and 4 attain levels of knowledge of Hadeeth, Islamic values, and beliefs that are above the curriculum standards. In Phase 1, students demonstrate a secure understanding of Islamic values and principles appropriate to their age. Across the upper phases, students can memorize and explain the meanings of Hadeeth and Islamic rulings well and demonstrate well-developed knowledge of Seerah. However, not all can apply their learning to contemporary issues. The use of evidence from the Qur'an and Hadith to justify their views is inconsistent across phases, and when present, explanations are insufficient in depth, particularly in Phase 4. Students' memorization of assigned Surahs is more consistent in Phases 1 and 2 than in phases 3 and 4, while their knowledge and application of Tajweed rules remain underdeveloped across all phases.
- Over the past three years, the school's internal assessment data indicates that trends in attainment have been consistently Outstanding across Phases 2, 3, and 4.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students across Phases 2, 3, and 4 make better than expected progress in relation to their individual starting points and the curriculum standards.

- In lessons and their recent work, the majority of students in all phases make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school's analysis of internal assessment data to evaluate the progress of different groups of students indicates that all groups make Outstanding progress across Phases 2, 3, and 4. In lessons, boys and girls make similar progress. However, the absence of sufficient support for low attainers and the limited challenge provided to high attainers hinder both groups from making the progress they are capable of.

## **Next Steps:**

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1. Enhance students' ability to interpret and apply evidence from the Holy Quran and Hadith accurately, and relate Islamic concepts to contemporary contexts, particularly in Phase 4.
2. Broaden students' understanding of Seerah across all phases, ensuring key events and lessons are meaningfully connected to Islamic values and daily life.
3. Ensure greater consistency in students' memorization and recitation of Quran Surahs, with a particular focus on improving the knowledge and application of Tajweed rules across all phases, particularly in phases 3 and 4.

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

### Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the Ministry of Education (MoE) curriculum standards indicates that most students across all phases attain levels that are above the curriculum standards.
- Students in Phases 1 and 2 do not participate in any external, national, or international assessments. Students in Year 11 participated in the International General Certificate of Secondary Education (IGCSE) in Arabic as a first Language. The results in the AY2024/25 indicate that students' attainment is Outstanding. Students in Year 13 participated in the Advanced level assessment (A-level) for the AY2024/25, and their results indicate Outstanding attainment.
- In lessons and in students' work, most students in Phases 1, 3, and 4 demonstrate reading comprehension, listening, speaking, and writing skills that are in line with curriculum standards, whereas the majority of students in Phase 2 demonstrate levels that are above curriculum standards. In Phase 1, students begin to develop oral communication through songs, stories, rhymes, and simple conversations. They also start to acquire new vocabulary and match sounds with letters, but only a few can read sight words independently. In Phase 2, students develop secure listening and reading comprehension skills and identify key elements in a text. In Phase 3, students struggle to read fluently and expressively and apply Arabic diacritics correctly, whereas in Phase 4, students read texts and identify their genre and implied main ideas, but do not yet interpret information with reference to the context or critique the author's purpose and style. Additionally, speaking standard Arabic with a broader range of vocabulary remains underdeveloped across all phases.
- Over the past three years, the school's internal assessment data have shown consistently Outstanding attainment in Phases 3 and 4. In Phases 1 and 2, attainment improved from Acceptable in Phase 1 and from Very Good in Phase 2 in AY2022/23 to consistently Outstanding in both phases in AY2023/24 and AY2024/25. Trends in attainment in the IGCSE and A-level examinations have been consistently Outstanding over the past three years.
- The school's internal assessment data indicate that most students in phases 1, 2, and 3, and the large majority in Phase 4, make better than expected progress in relation to their starting points and curriculum standards.
- In lessons and students' work, most students in Phase 1 make expected progress, and the 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 internal data to evaluate the progress of the different groups of students indicates that all groups of students across all phases make Outstanding progress, except boys in Phase 4, who make Very Good progress. In the lessons observed, the majority of groups of students make better than expected progress. However, the progress of low attainers and students with additional learning needs, including

students of determination, is slow due to inconsistent support and insufficiently targeted interventions in lessons. Additionally, high attainers do not always make the progress they are capable of in lessons.

### **Next Steps:**

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1. Develop fluent and expressive reading in all phases with focused interventions on the correct application of Arabic diacritics and pronunciation.
2. Enhance students' higher-order reading skills, inference, interpretation, and text analysis, particularly in Phases 3 and 4.
3. Improve students' speaking in standard Arabic, particularly in discussions and group interactions across all lessons and phases.

## Arabic as a second language

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

### Findings:

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- The school's analysis of internal assessment data for AY2024/25 against the Ministry of Education (MoE) curriculum standards indicates that most students in Phases 2 and 3 attain levels above the curriculum standards.
- Students in phases 1, 2, and 4 do not participate in any external, national, or international assessments. Students in Year 11 participated in the AY2024/25 IGCSE examination in Arabic as a second language. The results indicate that students' attainment is Outstanding.
- In lessons and students' work, the majority of students in Phases 2 and 3 demonstrate reading comprehension, listening, speaking, and writing skills that are above curriculum standards. In Phase 2, students acquire a wide range of vocabulary and can read familiar texts fluently. However, their ability to read unfamiliar texts and to write complex sentences independently remains less secure. In Phase 3, students show strong language competency as they develop the ability to comprehend longer narratives and identify their overall meaning. They are increasingly using a broader range of vocabulary in speaking and writing, which is strengthening their expression and ability to communicate ideas more clearly.
- Over the past three years, the school's internal assessment data indicate that trends in attainment have been consistently Outstanding in Phase 3; however, in Phase 2, attainment has improved from Very Good in AY2022/23 to consistently Outstanding in AY2023/24 and AY2024/25. Trends in attainment in the IGCSE examinations for Year 11 students have been consistently Outstanding over the past three years.
- The school's internal assessment data indicate that most students in phases 2 and 3 make better than expected progress in relation to their starting points and curriculum standards.
- In lessons and students' work, the large majority of students in phases 2 and 3 make better than expected progress in relation to learning objectives that are aligned with the expected curriculum standards.
- The school's analysis of internal assessment data to evaluate the progress of different groups of students indicates that boys, girls, high attainers, and gifted and/or talented students make Outstanding progress across Phases 2 and 3. Low attainers and students with additional learning needs, including students of determination, make Outstanding progress in Phase 2, and Very Good progress in Phase 3. In the lessons observed, the majority of groups of students make better than expected progress, except low attainers and students with additional learning needs, including students of determination, who make less progress due to inconsistent support and intervention.

### Next Steps:

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1. Improve students' reading fluency and accuracy of unfamiliar text in Phase 2.

2. Develop students' independent writing skills of complex sentences across phases 2 and 3.
3. Enhance students' speaking fluency of standard Arabic across phases 2 and 3.

# UAE Social Studies

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

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:

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- The school's analysis of internal assessment data for the AY2024/25 against the MoE curriculum standards for social studies indicates that most students across Phases 2 and 3 attain levels that are above the curriculum standards.
- There are no external, national, or international assessments for social studies across any of the phases.
- In lessons and recent work, the large majority of students in Phases 2 and 3 attain levels of knowledge and skills that are above the curriculum standards. In Phase 2, students demonstrate strong knowledge of National identity and citizenship, including Emirati traditions, customs, and cultural diversity, and recognize leadership contributions to national unity and development. Students are beginning to develop a clearer understanding of how family and community roles have changed across generations, and are increasingly able to explore leadership values and their cultural impact. In Phase 3, students demonstrate strong knowledge of citizenship, government, and the national economy, as well as secure skills in map reading and in using data to identify patterns and links to historical trade routes. They are also developing a growing understanding of the UAE's strategic trade position, civic responsibilities, and leadership efforts to maintain safety, which is strengthening the depth of their learning in these areas.
- Over the past three years, the school's internal assessment data indicate that trends in attainment have been consistently Outstanding in Phases 2 and 3.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phases 2 and 3 make better than expected progress in relation to their individual starting points and the curriculum standards.
- In lessons and their recent work, the large majority of students in Phases 2 and 3 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school's analysis of internal assessment data to evaluate the progress of the different groups of students indicates that all groups of students make Outstanding progress across Phases 2 and 3, except for Gifted and/or Talented students in Phase 2, who make Very Good progress. In lessons, boys and girls make similar progress. However, inconsistent support for low attainers and challenges for high attainers slow their progress.

## Next Steps:

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1. Improve students' understanding of changes in family and community roles across generations and their ability to analyze leadership values.
2. Deepen students' understanding of the UAE's strategic trade position in Phase 3.
3. Strengthen students' understanding of civic responsibilities and leadership roles in maintaining safety, stability, and social cohesion in the UAE in Phase 3.

# 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	Outstanding	Outstanding ↑	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding

## Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the National Curriculum for England standards for English indicates that most students in Phases 1, 2, 3, and 4 attain above the curriculum standards.
- There are no external national or international assessments for English in Phase 1, years 1, 2, and 3. The school administers GL-PT in years 4 to 10 to benchmark students' attainment in English. Results in the AY2024/25 indicate that students' attainment in Phases 2 and 3 is Very Good. Students in Year 11 participated in the IGCSE examination for AY2024/25, and their results indicate Outstanding attainment. Year 13 students participated in the A-Level English examination for AY2024/25, and their results indicate Outstanding attainment. In PISA 2022, 15-year-old students attained a score of 581, which is above the school target of 508 and the international average of 476. In PIRLS 2021, Year 5 students attained a reading score of 635, placing them in the high International Benchmark range.
- In lessons and their recent work, most students across all phases demonstrate levels of English knowledge, skills, and understanding that are above curriculum standards. In Phase 1, students consistently exceed age-related expectations in their language skills and understanding. They communicate clearly and participate enthusiastically in shared reading and storytelling. They are developing the quality, structure, and range of vocabulary in their independent writing. In Phase 2, students demonstrate secure skills in higher-order reading and writing. They compare fiction and nonfiction texts accurately and apply key features of different writing forms. In Phases 3 and 4, students write extended paragraphs and essays and analyze texts and poems systematically, supported by digital devices and platforms. Their use of these skills reflects growing confidence and consistency in their writing and analysis.
- Over the past three years, the school's internal assessment data indicate that trends in attainment have been consistently Outstanding in Phase 3. In Phases 2 and 4, attainment has improved from consistently Very Good in AY2022/23 and AY2023/24 to Outstanding in AY2024/25. In Phase 1, attainment improved from Acceptable in AY2022/23 to Very Good in AY2023/24 and improved again to Outstanding in AY2024/25. Standardized, external GL assessment data indicate that over the past three years, trends in Phase 2 attainment have been consistently Very Good; however, in Phase 3, attainment fluctuated between Very Good in AY2022/23 and Good in AY2023/24, and improved to Very Good in AY2024/25. In IGCSE, trends in

attainment have been consistently Outstanding in Phase 3. While trends of attainment in A Levels in Phase 4 have shown improvement over the past three years, from Good in AY2022/23 to Very Good in AY2023/24, and further improved to Outstanding in AY2024/25.

- The school's analysis of internal assessment data for the AY2024/25 indicates that most students in all phases make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards. GL-progress data indicates that students make Acceptable progress in Phase 2 and Good progress in Phase 3.
- In lessons and their recent work, most students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school's analysis of internal assessment data to evaluate the progress of the different groups of students in English indicates that all groups of students make Outstanding progress across all phases, except for boys, who make Acceptable progress in Phase 4.

### **Next Steps:**

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1. Strengthen students' independent writing to improve sustained quality, structure, and vocabulary in Phase 1.
2. Consolidate higher-order reading and writing skills in Phase 2, ensuring accurate application of text features.
3. Improve students' text analysis and extended writing skills, particularly in phases 3 and 4.

# 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:

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

## Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the National Curriculum for England (NCfE) for mathematics indicates that most students across all phases attain levels that are above curriculum standards.
- There are no external national or international assessments for mathematics in Phase 1, years 1, 2 and 3. The school administers the GL Progress Test in years 4 to 10 to benchmark students' attainment. Results in the AY2024/25 indicate that students' attainment is Very Good in Phases 2 and 3. In PISA 2022, 15-year-old students attained a score of 570, which is above the school target of 527 and above the international average of 472. In TIMSS 2023, Year 5 achieved a score of 611, which is below their school's target of 622 but above the international average of 503. Year 9 students scored 623, which is above the school's target of 594 and the international average of 478. Year 11 students participated in the International General Certificate of Education (IGCSE), and Year 13 students in Advanced Level (A Level) examinations. Their results indicate outstanding attainment in both examinations.
- In lessons and in their recent work, a large majority of students in Phases 1 and 2 and most students in Phases 3 and 4 attain levels that are above curriculum expectations. Students in Phases 1 and 2 demonstrate a strong grasp of mathematical concepts in practical tasks, including time telling and basic geometry, and are developing sound reasoning and conceptual understanding. While this is generally strong, greater consistency in reasoning and problem-solving would further strengthen their learning. Phase 3 students show advanced procedural skills in algebra and proportional reasoning, with strengths in visual modelling and problem solving. With more frequent opportunities to apply mathematical concepts independently, students would be able to sustain and deepen their higher-order thinking. Phase 4 students demonstrate advanced skills in algebra, calculus, and geometry, with strong reasoning and strong mastery in applications. Increasing their engagement in complex, real-world problem solving would further consolidate and extend both their conceptual and procedural understanding.
- Over the past three years, the school's internal assessment data indicate that attainment has been consistently Outstanding in Phase 2. Attainment in Phases 1, 2, and 4 has shown improvement, from Good in Phase 1 and Very Good in Phases 2 and 4 in AY2022/23 to consistently Outstanding in AY2023/24 and AY2024/25 in both phases. External GL Progress Test data show consistently Very Good attainment in Phase 3 over the past three years, while Phase 2 improved from Weak in AY2022/23 and AY2023/24 to Very Good in AY2024/25. In IGCSE, in Phase attainment has been consistently Outstanding, and in A Levels, in Phase 4, attainment improved from Good in AY2022/23 to consistently Outstanding in AY2023/24 and AY2024/25.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students across all phases make above the expected progress over time from their starting points at the beginning of the academic year and against curriculum standards. The GL Progress Test data indicate Acceptable progress in Phases 2 and 3.

- In lessons, most students across all phases make better than expected progress in relation to learning objectives aligned with the NCfE standards.
- The school's analysis of internal assessment data to evaluate the progress of the different groups of students indicates that all groups of students make Outstanding progress in all Phases, except in Phase 4 boys, Emirati, low attainers, and students with additional learning needs, including students of determination, who make Very Good progress.

## **Next Steps:**

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1. Strengthen students' reasoning and problem-solving skills in Phases 1 and 2 to develop deeper conceptual understanding.
2. Enhance students' independent application of mathematical concepts in Phase 3 to reinforce higher-order thinking and problem-solving.
3. Deepen Phase 4 students' conceptual and procedural understanding by providing regular opportunities to engage in complex, real-world mathematical tasks that consolidate mastery.

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

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

## Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the English National Curriculum standards for science indicates that most students in Phases 2 and 3 attain levels that are above the curriculum standards across all sciences. In Phase 4, most students in physics and biology, and the large majority in chemistry, attain above the curriculum standards.
- There are no external national or international assessments for science in Phase 1, years 1, 2, and 3. The school administers the GL-Progress Test for students in years 4 to 10, to benchmark attainment in science. Results in the AY2024/25 indicate that students' attainment in Phases 2 and 3 is Outstanding. Students in Year 11 participated in the IGCSE assessments for the AY2024/25, and their results indicate an Outstanding level of attainment in biology and physics and a Very Good level of attainment in chemistry. Results of external A-level assessments for Year 13 students in AY2024/25 indicate Very Good attainment in physics, Outstanding attainment in biology, and Good attainment in chemistry. In TIMSS 2023 science, Year 5 students achieved a score of 615, which is above the school target of 610 and the international average of 494, while Year 9 students achieved a score of 640, above the school target of 602 and the international average of 478. In PISA 2022, in scientific literacy, 15-year-old students achieved a score of 562, which is above the school target of 518 and the international average of 485.
- In lessons and students' work, the large majority of students in Phase 1 and most students in Phases 2, 3, and 4 demonstrate levels of knowledge, skills, and understanding that are above curriculum standards. In Phase 1, students develop scientific skills through inquiry and exploration, investigating the material and living worlds through observation and experimentation. Their written recording and extended explanations would benefit from greater depth and clarity. In Phase 2, students develop a secure understanding of the scientific method and apply their knowledge to practical investigations. Their ability to apply scientific knowledge independently in more complex investigations would be strengthened through further refinement. In Phase 3, students demonstrate a strong understanding of genetic interactions and appreciate how these contribute to the diversity of plants and animals. In Phase 4, students demonstrate strong practical skills in organic chemistry, while older students research information, interpret scientific data, and draw relevant conclusions. Across Phases 3 and 4, students would gain from more precise data interpretation, more secure analysis, and clearer use of evidence when forming conclusions.
- Over the past three years, the school's internal assessment data indicate that trends in attainment in phases 2 and 3 have been consistently Outstanding. In Phase 1, attainment improved from Acceptable in phases 2 and 3 to consistently Outstanding in AY2023/24 and AY2024/25. In Phase 4, trends in science attainment varied. In Physics, attainment improved from consistently Acceptable in AY2022/23 and AY2023/24 to Outstanding in AY2024/25. In Chemistry, attainment fluctuated from Outstanding in AY2022/23 to Good in AY2023/24, before improving to Very Good in AY2024/25. In Biology, attainment regressed from Outstanding in AY2022/23 to Very Good in AY2023/24, then improved to Outstanding in AY2024/25. In Phase 3, attainment outcomes in external IGCSE examinations in Biology and Physics have been consistently Outstanding. Results in IGCSE chemistry examinations in Phase 3 have declined from

Outstanding in AY2022/23 and AY2023/24 to Very Good in AY2024/25. In Phase 4, A-level attainment trends over the past three years show improvement in Physics, from Acceptable in AY2022/23 and AY2023/24 to Very Good in AY2024/25. In Chemistry, attainment regressed from Very Good in AY2022/23 to Good in AY2023/24 and remained Good in AY2024/25. In Biology, attainment declined from Very Good in AY2022/23 to Good in AY2023/24, before improving to Very Good in AY2024/25. Standardized external GL assessment data indicate that trends in attainment in science have improved in Phases 2 and 3 from consistently Very Good in AY2022/23 and AY2023/24 to Outstanding in AY2024/25.

- The school's analysis of internal assessment data for the AY2024/25 indicates that most students across all phases and across all sciences make better than expected progress over time from their starting points and against curriculum standards. Standardized GL Assessment data indicate Good progress in both phases 2 and 3.
- In lessons and in the recent work, most students across all phases make better than expected progress in relation to the learning objectives aligned with the expected curriculum standards.
- The school's analysis of assessment data to evaluate the progress of different student groups indicates that all groups of students, including boys, girls, Emiratis, low and high attainers, students with additional learning needs, including students of determination, gifted and/or talented students, make Outstanding progress across all phases and sciences.

### **Next Steps:**

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1. Strengthen students' consistency in written recording and extended scientific explanations in Phase 1.
2. Develop students' ability to apply scientific knowledge independently to complex practical investigations in Phase 2.
3. Enhance students' skills in data interpretation, analysis, and drawing evidence-based conclusions in phases 3 and 4.

# Learning Skills

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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	Outstanding	Outstanding	Outstanding

## Findings:

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- Students enthusiastically take responsibility for their own learning across all subjects and phases. They focus well, reflect on their learning, and accurately evaluate their strengths and weaknesses. In Phase 1, they sustain concentration, share ideas, and persevere when challenged by their teachers. In Phase 2, they set goals and monitor progress. In Phases 3 and 4, they plan and conduct research, interpret data, present findings, and set SMART goals. However, this practice is less consistent in Arabic Medium Subjects (AMS).
- Students interact and collaborate very effectively across a wide range of learning situations to achieve shared goals. In Phases 1 and 2, they work together with curiosity and enthusiasm, sharing ideas and supporting one another through exploration and discussion. They communicate clearly through creative play, inquiry, and digital tools. In Phase 3, students collaborate on group projects and presentations, while in Phase 4, they engage in structured debates and advanced discussions that refine communication and reasoning skills. However, in Arabic-medium subjects, particularly Arabic as a First Language (AFL), limited oral communication skills restrict students' ability to express ideas and engage fully in collaborative learning, especially in Phases 1 and 3.
- Students regularly make meaningful connections across areas of learning and relate these to their understanding of the world. In Phase 1, they explore ideas through inquiry-based learning and link curiosity about the environment to early concepts in science, numeracy, and language. In Arabic-medium subjects, students connect their studies to UAE national identity, exploring sustainability in Phase 3 and debating artificial intelligence in Phase 4. In Mathematics and Science, students apply concepts to real-world contexts, but cross-subject connections and links to the UAE remain inconsistent in English-medium subjects.
- Students are innovative, enterprising, and demonstrate independence in researching and exploring ideas using a variety of sources. In Phase 1, they use ICT tools to record and present findings and develop creativity through play-based inquiry. Across phases, students engage in practical investigations, applying reasoning, problem-solving, and critical evaluation, with technology supporting independent learning. Critical thinking, enquiry, and problem-solving are increasingly integral to learning. However, in Arabic-medium subjects, innovation and independent thinking are still developing, as students rely more on teacher guidance than self-directed inquiry.

## **Next Steps:**

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1. Develop students' self-directed learning in Arabic-medium subjects, ensuring they set goals, reflect on progress, and monitor their own learning.
2. Strengthen students' collaborative and communication skills in Arabic-medium subjects to support effective discussion, debate, and teamwork.
3. Enhance students' innovation, critical thinking, problem-solving, and independent inquiry in Arabic-medium subjects.

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

## Personal Development

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

### Findings:

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- Students' attitudes are very positive and reflect a strong sense of personal responsibility and commitment to their learning, particularly in Phases 1 and 2. Across the school, they are proactive in taking leadership roles through the Students Council, House Leads, Peer mentorship, and Student Leadership Team. Students exhibit high levels of self-reliance and respond constructively to critical feedback, which enables them to take informed risks and make purposeful decisions that enhance both their personal growth and academic achievement. However, students' leadership and personal responsibility are not yet consistently well-developed across all phases.
- Students consistently demonstrate self-discipline and respond positively to others, particularly in Phases 1 and 2. They are courteous to peers and show respect toward adults and visitors. Across the school, students have a strong awareness of behavioral expectations and generally maintain self-control throughout the day. While a small number of students, particularly boys in the upper grades of Phase 2 and in Phase 3, occasionally display disruptive behavior, such incidents are managed effectively. Students collaborate well to resolve disagreements, which results in very rare cases of bullying. This leads to a safe and orderly environment that is conducive to learning.
- Students demonstrate consistently strong relationships with staff and peers across all phases. They respond sensitively to others' needs and demonstrate a high level of understanding and respect for individual differences. As a result, students report feeling valued and respected, which contributes to a positive, inclusive, and supportive learning environment. Students also initiate and sustain effective relationships, including with those who have additional learning needs, particularly in Phases 1 and 2. However, students' peer-support skills, including mentoring and collaborative problem-solving, are not yet consistently well-developed across all phases, particularly in phases 3 and 4.
- Students across all phases demonstrate a secure understanding of safe and healthy living. They actively participate in health and safety initiatives and school-wide programs, with particularly enthusiastic engagement in Phases 1 and 2. Students consistently make informed choices about their health, safety, and digital well-being. They frequently initiate and participate in activities that promote healthy lifestyles, including a wide range of after-school sports. Students and their parents also contribute to improving the school lunch menu by reinforcing a shared commitment to healthier eating habits. However, students' understanding and application of healthy living and digital well-being are not yet equally secure across all phases, and consistent engagement in health, safety, and lifestyle initiatives remains less developed in the upper phases.
- Attendance is Very Good at 97% across the school. Students are aware of the impact of regular attendance on their learning and achievement. As a result, they are punctual in arriving at school and for lessons throughout the school day.

## **Next Steps:**

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1. Strengthen consistency in behavior expectations and self-regulation, particularly for boys in Phases 2 and 3.
2. Enhance students' leadership, personal responsibility, and peer-support skills, including mentoring and collaborative problem-solving across all phases.
3. Deepen students' understanding and application of healthy living and digital well-being, ensuring that engagement in health, safety, and lifestyle initiatives is equally strong, particularly in the upper phases.

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

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

## Findings:

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- Students demonstrate a clear awareness and appreciation of the relevance and impact of Islamic values on everyday life in the UAE and reflect thoughtfully on key messages in relation to their own lives and experiences. Students actively participate in initiatives that reinforce compassion, generosity, and ethical conduct, including Ramadan programs such as Iftar distribution, food boxes, and Eid clothes drives. Prayer spaces are accessible and regularly used, as they provide a respectful environment for daily worship. However, the consistent application of Islamic values at higher levels is not yet sufficiently strong.
- Students are knowledgeable and appreciative of the heritage and culture that underpin contemporary life in the UAE. They demonstrate knowledge of Emirati history and values, including Sheikh Zayed's contributions to the UAE. Students actively participate in cultural events, such as National Day, Flag Day, and Hag Al Laila. Leadership roles, including the Majlis Committee and UAE Ambassadors, provide structured opportunities to promote Emirati culture, lead assemblies, and support Arabic language development. Cultural displays throughout the school reinforce awareness of Emirati culture and heritage. Student-led projects and reflections are increasingly visible and contribute positively to school displays. However, these initiatives are not yet inclusive of all students across all phases.
- Students demonstrate clear understanding and appreciation of their own and other cultures through curriculum-linked activities, whole-school events, and student-led initiatives that promote comparison, reflection, and respect for diversity. Students benefit from the school's global perspective through its Core Curriculum and extracurricular programs. Students participate in structured opportunities to share cultural experiences and benefit from consistent integration of international awareness across subjects. However, student-led cultural initiatives that promote appreciation of global cultures and a deeper understanding of cross-cultural engagement are less well developed.

## Next Steps:

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1. Strengthen students' application of Islamic values, ensuring older students demonstrate consistent reflection and ethical decision-making in daily school life.
2. Develop student-led projects and displays that celebrate Emirati heritage and culture, ensuring they include all students across all phases.
3. Enhance student-led cultural initiatives and cross-phase collaborations to deepen engagement with global cultures, ensuring all nationalities remain meaningfully included.

# Social responsibility and innovation skills

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

## Findings:

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- Students participate willingly in activities that have positive effects on the school and wider communities. Students initiate, lead, and participate in volunteering and social contribution activities that have a measurable positive impact. Initiatives such as “Head, Heart and Hands”, “Save the Blessings”, and “Make-A-Wish” demonstrate students’ empathy, teamwork, and leadership in promoting care for others. Students across the school are directly involved in community action, with several leadership roles in organizing events such as charity drives, beach clean-ups, and kindness campaigns. Their efforts are enhanced through strong engagement with parents and staff, which ensures that the school’s community involvement has visible and lasting social value.
- Students demonstrate an excellent work ethic characterized by creativity, resourcefulness, and initiative. They take ownership of learning through project-based experiences, including enterprise and innovation programs, where they design, manage, and evaluate their own work and make reasoned, ethical decisions. Innovation is embedded through STEM challenges and entrepreneurship pathways that develop critical and independent thinking. Technology and artificial intelligence (AI) are integrated into selected projects; however, the consistency and depth of digital application vary across departments. In addition, students’ participation in innovation and sustainability competitions at local, national, and international levels provides valuable opportunities to enhance creativity, entrepreneurship, and real-world problem-solving skills, although engagement across grades varies and could be broadened further.
- Environmental awareness and action are deeply rooted in the school culture. Students care for their school and seek ways to improve its environment. They contribute actively and successfully to sustainability and conservation projects both within and beyond the school. Through the Eco Committee, MCOP, and hydroponics initiatives, students initiate and lead activities that promote recycling, energy conservation, and responsible resource use. Partnerships with the International Renewable Energy Agency (IRENA), the Abu Dhabi Government, and local environmental organizations provide authentic platforms for real-world engagement, while ongoing links with local organizations, businesses, and higher education institutions continue to enrich students’ experiential learning opportunities.

## Next Steps:

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1. Strengthen the depth and consistency of students' use of digital technologies across subjects so that all students can apply these tools confidently to research, problem-solving, and innovation projects.
2. Broaden students' participation in innovation and sustainability competitions across all phases and grades to ensure that more learners have access to high-quality opportunities to develop entrepreneurship, creativity, and real-world problem-solving skills.
3. Increase the level of student leadership and ownership in community, environmental, and sustainability initiatives so that a wider range of students actively plan, lead, and evaluate projects with measurable impact.

# PS3: Teaching and Assessment

## Teaching for effective learning

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

### Findings:

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- Most teachers across all phases and subject areas demonstrate strong subject knowledge and a clear understanding of how students learn. They effectively evaluate the complexity of concepts and use a wide range of examples to reinforce learning, particularly in English-medium subjects.
- Across all phases, teachers plan imaginative lessons and use time and resources effectively. They create inspiring learning environments that support students throughout the school. While individual teaching styles are acknowledged, all subjects follow a common lesson structure that reflects the school's core teaching principles. Lessons are thoughtfully crafted to promote active learning within imaginative learning environments that both stimulate student interest and reinforce the overall learning process. Teachers are diligent in ensuring that lesson time and resources are used effectively, maximizing opportunities for student engagement and progress. Support staff contribute significantly to learning in Phase 1, and this additional support is now extended to students transitioning to the prep section.
- Teacher-student interactions consistently maintain student focus and encourage clear verbalization of learning. Targeted questioning prompts extended responses, while feedback is immediate, constructive, and supports self-correction and reflection. Throughout the school, teachers use open-ended questioning techniques to stimulate thoughtful, considered student responses, enabling students to reflect on their ideas and articulate their understanding. In English-medium subjects, particularly in Phase 4, questioning is highly effective in encouraging students to provide insightful and reflective answers. Opportunities for discussion contribute to a vibrant learning atmosphere where students can express and refine their thoughts. In Arabic-medium subjects, questioning remains relevant to the content but does not consistently challenge students to engage in higher-order thinking.
- Teachers use highly effective strategies throughout most subjects to actively engage students and ensure lessons are tailored to meet individual needs. Extensive support and challenging experiences are evident across the phases. Teachers effectively demonstrate and scaffold new activities, enabling students to grasp complex concepts and processes. A range of differentiation strategies is used, including setting, where students are grouped by their attainment level in mathematics and English. This allows teachers to tailor lesson pace, task complexity, and levels of challenge or support more precisely to students' learning needs. While gifted and/or talented students and those with additional learning needs are identified in lesson plans, personalized learning goals are not consistently evident, which limits opportunities to fully challenge and engage these students.
- Teachers skillfully develop students' critical thinking, problem-solving, and independent learning skills across most subjects, although innovation and real-world applications are not consistently integrated into lessons, particularly in Arabic-medium subjects.

## **Next Steps:**

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1. Enhance consistency in targeted questioning, extended responses and discussion, constructive feedback, and opportunities for critical thinking in all lessons, particularly in Arabic medium subjects.
2. Strengthen personalized learning with clear goals for gifted and/or talented students and those with additional learning needs, including students of determination, to fully challenge and engage them.
3. Ensure consistent integration of innovation and real-world applications in Arabic medium subjects.

# Assessment

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Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

## Findings:

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- Internal assessment processes are fully coherent, consistent, and directly linked to the National Curriculum for England (NCfE). They provide valid, reliable, and comprehensive measures of students' academic, personal, and social development through six formal assessment procedures conducted during the academic year. Teachers use a balanced combination of diagnostic, formative, and summative assessments designed to capture not only academic attainment but also students' conceptual understanding, skills, and learning behaviors. Subjects assess students against clear objectives, with English, mathematics, and science particularly excelling at aligning assessment practices with curriculum standards. Moderation is well established, with further strengthening provided by the use of exemplars and sample portfolios.
- The school implements a highly efficient and rigorous process to benchmark students' outcomes against target grades using standardized assessments. Benchmarking includes the GL Progress Test, which evaluates students' achievements in English, Mathematics, and Science from Year 4 to Year 10. IGCSE assesses attainment in English-medium subjects and Arabic as a first and second language at Year 11. A Levels in Phase 4 benchmark attainment in English-medium subjects at Year 13. The school engages eligible students in international assessments, such as TIMSS, PIRLS, and PISA. However, the school does not yet benchmark students' attainment in Arabic as a first and second language against national and international expectations.
- Assessment data is rigorously analyzed using a highly developed system that accurately and comprehensively tracks and monitors individuals' and groups of students' attainment and progress. The analysis of assessment data is integral to both teaching practice and leadership strategy. The school operates on regular review cycles, ensuring that student progress is closely monitored with exceptional clarity. This process is implemented at multiple levels, including class, cohort, and individual, allowing for a comprehensive overview of achievement and development across the school. The school's analytic processes are fully aligned with established policies, and these policies are applied consistently across all phases. Evidence indicates that data is used accurately to identify students requiring targeted support. Lesson planning consistently reflects adaptation based on students' prior knowledge and gaps identified through assessment.
- Assessment information is used skillfully and effectively in lesson planning, enabling learning gaps to be addressed efficiently, and all groups of students make accelerated progress. Teachers employ an extensive range of formative strategies to adapt their teaching in real time, including mini-whiteboards, exit tasks, self- and peer-assessment, and targeted questioning. Such approaches enable teachers to respond promptly to students' learning needs as they arise. Lesson planning demonstrates that teachers actively use assessment data to differentiate tasks, modify grouping, and reteach content as needed. Both internal and external assessment data are used together to inform cycles of intervention, enrichment provision, and whole-school improvement priorities. However, assessment data is not yet fully utilized to inform teaching and meet the needs of all groups of students in Arabic-medium subjects.
- With an effective assessment system in place, teachers have an in-depth knowledge of students' individual

strengths and weaknesses. This insight is drawn from a comprehensive range of sources, including internal assessments, external benchmarks, diagnostic screening, and ongoing formative practices. Such well-rounded knowledge enables teachers to personalize teaching approaches, develop targeted interventions, and set clear, time-specific learning objectives for all students. However, personalized support and sufficient challenge for gifted and/or talented students, as well as for those with additional learning needs, including students of determination, are not consistently provided in Arabic-medium subjects. Feedback to students is constructive but not always detailed or consistent across all subjects. Students are routinely and effectively involved in assessing their own learning.

## **Next Steps:**

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1. Use a robust standardized assessment to benchmark students' attainment in Arabic as a first and second language against national and relevant international expectations.
2. Ensure assessment data is fully utilized to inform teaching and learning in Arabic-medium subjects, and provide personalized support and challenge for gifted and/or talented students, as well as those with additional learning needs, including students of determination.
3. Ensure consistency of effective and constructive feedback across all subjects and phases.

# PS4: Curriculum

## Curriculum design and implementation

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

### Findings:

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- The school implements a curriculum with a very clear rationale aligned to the priorities of the UAE's national vision. It integrates two complementary strands: the UAE Ministry of Education (MoE) curriculum and the English National Curriculum (ENC) pathway. ENC effectively provides students with opportunities to develop secure subject knowledge and understanding and to enhance a broad range of skills through innovative learning experiences. However, opportunities for the consistent development of students' learning skills, particularly innovation and independent learning within the MoE curriculum, are less well developed. The curriculum meets all statutory national requirements and adheres to the licensed expectations for allocated timetable hours for each strand.
- The school ensures that the curriculum's structure and content are very well planned and enable students' learning to progress seamlessly across phases. The curriculum is built on prior knowledge and is very well planned to ensure a logical sequencing of concepts and content in the key subjects across the phases. The different levels of planning include annual, termly, weekly, and daily, ensuring that lessons are well structured and learning is aligned with curriculum standards. This strong continuity and clear progression ensure that students are well prepared for each stage of their education, future study, and entry into the workforce. These outcomes are underpinned by coherent, well-sequenced planning and the deep professional understanding that school leaders and teachers have of the knowledge, skills, and personal attributes students need as they advance through the school. However, inconsistent curriculum mapping in Arabic as a first language does not always ensure effective sequencing of knowledge and skills or secure progression that builds on prior learning, limiting students' opportunities to deepen their understanding and develop subject mastery over time.
- The school offers an excellent range of subject choices in Years 10 and 11 and in Phase 4, supported by a comprehensive careers program that develops students' awareness of future pathways. Students select from a wide range of IGCSE options alongside core subjects, providing academic and creative opportunities. In Phase 4 in Year 13, study options include A-levels and BTEC Level 3 courses, such as Engineering and Enterprise and Entrepreneurship, which are popular among students. The careers program ensures students choose courses that align with their aspirations. Flexibility to change subjects, particularly at A-level, allows students to pursue areas they enjoy and excel in. This adaptability strengthens the curriculum and effectively nurtures students' talents.
- The school has successfully integrated cross-curricular learning in Phases 1 and 2, which results in purposeful experiences that allow students to apply knowledge across subjects. In Phases 3 and 4, subjects such as science and mathematics link key concepts, for example, developing skills in interpreting and constructing graphs. Students' understanding of subject content and its connection to the UAE context is enhanced through planned activities, such as environmental visits to explore erosion.
- The school conducts an annual review of the whole-school curriculum, informed by rigorous departmental evaluations. Curriculum adaptations are made dynamically throughout the year, with teachers responding

to students' learning needs and new initiatives. This ensures the curriculum continually evolves, and provides excellent opportunities for students to develop academically, socially, and personally. Learning experiences are carefully aligned with students' aspirations, well-being, and the UAE's national priorities. The evolving curriculum effectively prepares students for the next stage of their education within the school and beyond. However, the curriculum is less consistently adapted in Arabic medium subjects to meet the needs of all students, particularly in providing sufficient challenge for high attainers.

## **Next Steps:**

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1. Improve the consistency and quality of learning opportunities within the MoE curriculum to strengthen students' learning skills, particularly innovation and independent learning.
2. Improve the consistency and effectiveness of curriculum mapping in Arabic as a first language to ensure clear sequencing of knowledge and skills that build securely on prior learning, enabling students to develop deeper language proficiency and subject understanding over time, particularly as they move between phases.
3. Ensure the curriculum is effectively adapted in Arabic-medium subjects to meet the needs of all students, particularly by providing sufficient challenge for high attainers.

# Curriculum adaptation

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

## Findings:

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- The curriculum is highly successful in meeting the needs of all students through careful modification and adaptation. It is inclusive, ambitious, and flexible, providing pathways that cater to diverse abilities, interests, and aspirations. Teachers use assessment data effectively to plan learning that is appropriately challenging and accessible. Students of determination receive personalized support, while high attainers benefit from enrichment and advanced-level opportunities that extend learning beyond core expectations. Leaders closely monitor and evaluate the impact of these adaptations to sustain consistently high outcomes across all phases. However, adaptation of the MoE curriculum, particularly in Arabic as a first language, is not yet sufficiently robust or personalized to meet the full range of students' needs.
- The curriculum provides an excellent range of opportunities for enterprise, innovation, creativity, and social contribution through a wide and stimulating program. These activities are delivered both within and outside the school and significantly enhance students' academic and personal development. Across all phases, students engage in inquiry-based projects, design challenges, and community initiatives that link learning to real-life contexts. These experiences promote critical thinking, collaboration, and leadership, helping students to develop initiative and resilience. Innovation and enterprise are woven through classroom activities, cross-curricular work, and extracurricular programs, ensuring that students are imaginative and resourceful learners. The alignment of innovation opportunities across all subjects, particularly Arabic-medium subjects, remains an area for further improvement.
- The curriculum reflects the culture, values, and heritage of the UAE, and enables students to develop a broad understanding of national identity and social responsibility. Arabic-medium subjects reinforce connections to Emirati traditions and history, while English-medium subjects incorporate links to the UAE's innovation, sustainability, and global contributions. Cultural themes, national celebrations, and cross-curricular projects provide coherent and innovative learning experiences that promote civic awareness and respect for diversity. However, English-medium subjects do not consistently plan or deliver opportunities to deepen students' understanding of the UAE's influence and role in the wider world.

## Next Steps:

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1. Improve the adaptation of the MoE curriculum, particularly in Arabic as a first language, to ensure learning is consistently personalized, sufficiently challenging, and closely matched to students' starting points, with leaders systematically evaluating the impact of these adaptations on students' progress and attainment across all phases.
2. Align innovation and enterprise opportunities more consistently across all subjects and phases.
3. Plan and deliver coherent learning experiences in English-medium subjects that deepen students' understanding of the UAE's culture, values, and global influence.

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

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

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

### Findings:

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- The school places the welfare of students as a top priority. Rigorous safeguarding procedures, including child protection, are implemented, and staff at all levels receive high-quality training to ensure students are safe and well cared for. Parents and students are fully aware of these and the appropriate contacts for raising concerns through workshops and targeted activities. Incidents of bullying and unkindness are extremely rare. Effective systems protect students from all forms of abuse, including via the internet and social media-related abuse. However, the safeguarding policy is not prominently displayed on the school website, ensuring that all stakeholders can easily access and understand the school's safeguarding procedures.
- The school operates across two secure campuses that provide a fully safe, hygienic, and high-quality learning space for students and staff. Appropriate risk assessments are in place for specific activities, including swimming and off-site visits. Students are consistently well-supervised throughout the day, including during drop-off, pick-up, and bus travel, with staff ensuring safety measures such as seatbelt use. Fire drills are held termly, along with an annual emergency drill, and evacuation procedures are monitored and evaluated for effectiveness. Students with mobility needs are supported with evacuation chairs positioned at each stairwell and lift. Arrangements for collecting younger students at dismissal are not sufficiently secure, as current procedures allow parents unrestricted access to school buildings and classrooms.
- The school maintains very detailed records of all equipment and building checks carried out by external contractors, with all checks up to date and no deficiencies noted. Maintenance and safety checks on buildings and equipment are conducted regularly by qualified support staff and external contractors. Site staff conduct daily inspections to ensure the campuses remain fully safe. The school clinic is staffed by qualified nurses who are highly trained in first aid, childcare, and emergency response. They maintain detailed, accurate, and confidential medical records, ensure the safe storage and administration of medication, and provide ongoing health monitoring and support for both students and staff. The school also maintains highly detailed, secure records of incidents, risk assessments, and follow-up actions, demonstrating prompt, well-documented responses to any potential hazards. Overall, the school environment reflects an Outstanding commitment to safety, inclusion, and the well-being of the entire school community.
- The school's premises and facilities provide an excellent physical environment that meets the learning needs of all students. The environment is exceptionally safe, inclusive, and purposefully designed to support

students across all phases. The premises are modern, spacious, and fully compliant with health, safety, and accessibility requirements. Ramps are carefully designed and positioned at all entrances and exits, ensuring smooth and dignified access for individuals with mobility needs. In addition, a fully functional lift enables safe and convenient movement between floors for students, staff, and visitors. Classrooms, corridors, and common areas are bright, well-ventilated, and maintained to the highest standards of cleanliness, hygiene, and safety, creating a calm and welcoming learning environment. Outdoor facilities are equally well planned, with sufficient shaded playground, sports facilities, including two swimming pools and a large, grassed sports field, and recreational areas that protect students from heat and enable safe physical activity, social interaction, and outdoor learning throughout the school day.

- The school successfully promotes safe and healthy living. Clinics on each campus are staffed by qualified health professionals who conduct health checks, monitor students' BMI, and maintain secure health records. Parents are promptly informed if treatment is required. The school implements an efficient and effective medical emergency protocol for injuries requiring further medical attention. Excellent sports facilities, including two swimming pools and a large, grassed sports field, encourage students to be active during school hours. The health care team supports students' well-being through presentations that promote healthy lifestyle choices. However, students' active participation in, and leadership of, school-wide health initiatives are less consistent in the upper phases. School canteens provide on-site snacks and lunches in accordance with Ministry of Education requirements, with menus designed and approved in consultation with students and parents. Fresh drinking water is readily available throughout the school.

## **Next Steps:**

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1. Ensure the safeguarding policy is prominently accessible on the school website to enhance transparency and awareness for parents and students.
2. Strengthen dismissal procedures for younger students by controlling parental access to school buildings and classrooms and ensuring clear supervision arrangements are consistently implemented to enhance safeguarding and site security.
3. Promote greater student participation and leadership in school-wide health and well-being initiatives in the upper phases, ensuring these opportunities are embedded consistently and their impact on students' healthy lifestyle choices is evaluated.

## Care and support

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

### Findings:

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- Staff–student relationships are exemplary, built on trust, respect, and mutual understanding. Behavior is managed effectively, consistently, and with care to ensure that students feel valued, safe, and supported. Clear systems and expectations underpin conduct across all phases, and students respond with maturity and courtesy. This culture of care is embedded in classroom routines and pastoral practices, thus promoting a calm and purposeful learning environment where respect and kindness are modelled by all members of the school community. However, behavior management for boys in the upper grades is not consistently effective, resulting in occasional minor disruption to learning.
- The promotion and management of attendance and punctuality are highly successful and effective. Students demonstrate pride in their commitment to school, with consistently high attendance across all phases. Procedures for monitoring and addressing absence and punctuality are systematic, with leaders analyzing trends and implementing early interventions when patterns arise. Families value the school’s proactive communication, which reinforces shared responsibility for maintaining strong attendance and punctuality.
- The identification of students with additional learning needs, including students of determination and those who are gifted and/or talented, is accurate and timely. The inclusion team uses a wide range of diagnostic tools, classroom observations, and progress data to ensure accurate identification, resulting in approximately 10% of the student population being identified with additional learning needs. Information is shared effectively across departments, enabling highly appropriate interventions and teachers to adapt planning and provision to meet individual needs. Early identification processes are supported by close collaboration with parents and external professionals.
- Support for students with additional learning needs, including students of determination, as well as challenges for those who are gifted and/or talented, is highly effective. Individualized Education Plans (IEPs) and Advanced Plans (APs) include targeted interventions and programs that enable students with additional learning needs, including students of determination and gifted and/or talented students, to make strong academic and personal progress. Although these plans include personalized learning goals, they are not consistently reflected in teachers’ lesson planning. Teachers and support assistants work closely together to ensure that appropriate adaptations and resources remove barriers to learning. Gifted and/or talented students benefit from extension activities and enrichment programs that promote creativity and deeper understanding. Gifted and/or talented students are consistently well challenged in lessons, particularly in English-medium subjects. However, the level of challenge for these students, as well as for high-attaining students, is less consistent across Arabic-medium subjects. Students of determination participate fully in all aspects of school life, reflecting the school’s strong commitment to inclusion and equal access.
- Guidance and support for students are highly effective and embedded across the school. The personal and emotional development framework provides ongoing pastoral care through form tutors, counsellors, and

year leaders, thus ensuring students feel listened to and supported. Clear policies and procedures raise awareness of healthy eating, and canteen services fully meet food safety standards, offering a range of nutritious options. However, effective monitoring of students' food choices and participation in physical activity is not consistently undertaken, and the impact of healthy lifestyle initiatives remains variable. Physical activity is embedded within daily routines and supported by well-maintained indoor and outdoor facilities, including shaded playgrounds, swimming pools, and sports facilities, which promote students' physical fitness and well-being. Careers education and university guidance prepare students well for future pathways, while wellbeing and safeguarding systems support them personally and academically. The framework is being further developed to include structured opportunities for self-regulation and resilience through reflective classroom routines. Integration of wellbeing data with pastoral records is being formalized to evaluate the impact of interventions more precisely.

## **Next Steps:**

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1. Improve the consistency and effectiveness of behavior management strategies for boys in the upper grades to minimize disruption and ensure learning time is used productively.
2. Strengthen the alignment between IEPs, APs, and teachers' lesson planning to ensure personalized learning targets for students with additional learning needs, including students of determination and gifted and/or talented students, are consistently evident in classroom practice, while enhancing the level of challenge in Arabic-medium subjects for gifted and/or talented and high-attaining students to accelerate progress across all phases.
3. Improve the monitoring and evaluation of healthy lifestyle initiatives, including students' food choices and physical activities, so that leaders can measure impact more accurately and ensure a higher proportion of students follow a healthy lifestyle.

# PS6: Leadership and Management

## The effectiveness of leadership

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Performance Indicator	Quality judgement
The effectiveness of leadership	Outstanding

### Findings:

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- The executive leadership team articulates an exceptionally clear strategic direction aligned with the curricular expectations of the National Curriculum for England (NCfE) and the MoE curricula, reflecting the school's and UAE's vision, 'From Culture Comes Strength'. Leaders demonstrate a strong commitment to the UAE's national priorities and the National Agenda. The principal, governors, and the Strategic Partnership Group share a unified focus on improving academic, social, and cultural outcomes for all students, which is shared with the whole school community. Leaders ensure a fully inclusive school. The school currently identifies around 10% of students with additional learning needs, including students of determination, through well-established systems. Alignment between internal and external assessment data is consistent across core subjects. The principal and executive leadership team model highly effective leadership and ensure that all members of the school community feel valued, included, and respected. As a result, stakeholders demonstrate a strong sense of pride and belonging.
- Leaders at all levels, including the principal, demonstrate comprehensive and thorough knowledge of the school curriculum and current best practices in teaching, learning, and assessment. The executive leadership team, along with all middle leaders and teachers, help establish a very positive and purposeful learning culture and atmosphere across the school, focused on developing students' knowledge, understanding, learning skills, and personal development. As a result, very high standards of students' learning and personal development are achieved across most subjects and phases. However, the impact of leadership on teaching quality, curriculum coherence, and students' achievement is less effective in Arabic-medium subject departments. Students across the school are encouraged to become creative, independent learners and to take responsibility for their own learning.
- Relationships and communication with all stakeholders are consistently professional and effective. Senior and middle leaders regularly observe lessons and guide teachers through Professional Growth Plans to enhance teaching quality and support career development. Teachers are encouraged to trial new pedagogical approaches and share effective practice through the school's "Do, Review, Reflect, Refresh" ethos. The distributed leadership model places middle leaders at the center of school improvement, with cross-functional collaboration across all phases and generally well-coordinated transitions between key stages. However, the impact of this model on driving consistent improvement is not yet fully secure, as leadership roles and responsibilities are not always sufficiently focused or clearly defined, particularly in Arabic-medium subjects, which limits their effectiveness in improving teaching quality and students' outcomes. Communication systems across the school are responsive and promote strong partnerships. Leaders seek feedback from stakeholders and maintain an effective online presence. Accountability structures are clear, with senior and middle leaders ultimately accountable to the principal. School morale is high. With the Pre-Prep campus now operating separately, leaders recognize the need to sustain a unified whole-school identity and ensure all stakeholders share a consistent understanding of the school's vision, mission, and values.
- Leaders at all levels have a clear understanding of the actions required to sustain and further develop the school's already high standards. Priorities are informed by previous inspection recommendations, ADEK

evaluation criteria, and effective practice shared across the Cranleigh and Aldar networks. A comprehensive and SMART strategic development plan provides focused direction for improvement. Leaders identify emerging challenges, including the impact of artificial intelligence on teaching, learning, assessment, curriculum, and student well-being. However, the strategic integration of artificial intelligence across these areas is not yet sufficiently developed or coherent to ensure consistent and effective implementation across the school.

- Leaders have been innovative and very successful in maintaining the school's high levels of performance and improving aspects of the school. Improvements are evident in Arabic Second Language, with progress increasing in Phases 2 and 3. Attainment in English has improved in Phase 2, in Mathematics in Phase 4, and in Science in Phase 1. Leaders hold staff to account through regular analysis of student performance data, lesson observations, learning walks, self-reflection, and reviews of the use and impact of learning resources. Senior leaders have identified upskilling teachers in the Academic Data Dashboard as a key priority, with Performance Management clearly aligned to each teacher's Professional Growth Plan. Leaders are aware of the challenges that limit improvement in Arabic-medium subjects, and plans are in process to address them. Leaders ensure full compliance with all statutory requirements.

## **Next Steps:**

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1. Promote leadership oversight of Arabic medium subjects to ensure sustained improvement in students' progress and outcomes.
2. Strengthen the focus and clarity of middle leadership roles, particularly in Arabic-medium subjects, to ensure leadership actions are sharply directed toward improving teaching quality and securing consistent improvements in students' outcomes across all phases.
3. Develop a strategic plan for the effective integration of artificial intelligence tools in teaching, learning, assessment, and student well-being.

# School self-evaluation and improvement planning

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

## Findings:

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- The self-evaluation process is systematic and rigorous, with the executive leadership team consulting staff, parents, students, governors, and the Strategic Partnership Group (SPG) at multiple stages. It draws on a wide range of data sources, including internal and external achievement data, lesson observations, and all stakeholder feedback. Senior and middle leaders demonstrate a clear understanding of the school's strengths and areas for improvement, which then inform the priorities in the school's comprehensive development planning.
- Senior leaders systematically monitor teaching and learning through a continuous process that includes learning walks and formal observations within the performance management system, supported by teachers' Professional Growth Plans. This process provides actionable feedback on strengths and areas for development, aligned with the school's expectations for high-quality teaching and learning. Teachers are encouraged to take ownership of their professional development and receive strong support from the school. Monitoring and feedback allow leaders to effectively evaluate the overall quality of teaching and learning. Lesson observation tools are based on the five Cranleigh Classroom domains, generally aligned with the UAE Inspection Framework; however, the focus is more on teaching practices than on students' learning outcomes and progress.
- The School Development Plan comprises several targeted plans, interconnected and summarized within an overall Executive Summary. The plans are coherent, grounded in accurate self-evaluation, and identify goals, targets, actions, and success criteria aligned with the six performance indicators of the UAE Inspection Framework and national priorities. Development plans include strategic and operational actions addressing recommendations from the previous inspection. While plans are generally aligned with the outcomes of the self-evaluation process, this alignment is insufficiently explicit or shared with all stakeholders. Departmental action plans align with the School Development Plan priorities and subject-specific objectives.
- The school has addressed all recommendations from the previous inspection report and has demonstrated improvement in several key areas. However, improvement in Arabic-medium subjects has been more limited and remains an area requiring greater strategic focus and sustained attention from leaders to secure consistently stronger outcomes for students.

## Next Steps:

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1. Ensure that lesson observation templates focus more on students' learning outcomes and progress.
2. Improve the clarity and communication of the links between self-evaluation outcomes, the School Development Plan, and departmental action plans so that priorities, actions, and success criteria are explicitly aligned and clearly understood by all stakeholders.
3. Strengthen sustained and focused leadership attention on Arabic-medium subjects so that improvement actions are clearly targeted, consistently implemented, and rigorously monitored to secure stronger progress and outcomes for students across all phases.

# Parents and the community

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Performance Indicator	Quality judgement
Parents and the community	Outstanding

## Findings:

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- The school is highly successful in engaging parents, who play an active role in supporting their children’s learning, well-being, and enrichment. The partnership between home and school is built on trust, mutual respect, and shared ambition. Parents participate extensively in feedback groups, events, and collaborative activities, strengthening their sense of belonging and contributing to continuous improvement. Parent views are gathered regularly through surveys and consultations, and leaders respond promptly to suggestions. However, opportunities for parents to contribute more systematically and directly to ongoing curriculum planning and evaluation are less well developed, and parental input does not yet consistently inform curriculum decision-making across the school.
- Communication with parents is highly effective, transparent, and timely. Families are consistently informed through newsletters, bulletins, digital platforms, and direct contact with teachers. The parent information system provides access to lesson content, timetables, curriculum coverage, and updates on children’s progress. Two-way communication builds trust and reinforces the school’s partnership approach. It enables parents to share information, provide feedback, and celebrate student achievements. Parents of students with additional needs are particularly satisfied with communication, highlighting the involvement of the Inclusion team and their participation in drafting Individualized Education Plans (IEPs). They are invited to meetings with professionals, report that their children are making more rapid progress, and feel genuinely welcomed by the school.
- Reporting systems provide parents with comprehensive, detailed, and clear information on academic progress and personal development. Termly reports combine qualitative feedback with assessment data and suggested next steps. Parents meet regularly with teachers to review attainment and agree targets, ensuring continuity between home and school. Reporting cycles are aligned across phases and reflect both achievement and effort. Parents value the clarity and quality of feedback, which enables them to support their children’s development effectively.
- Community engagement is strongly embedded in school life and contributes to students’ academic, cultural, and social growth. Families and local organizations collaborate in activities to promote inclusion, cultural awareness, and shared responsibility. Parents note that the school’s values are consistently evident in wellbeing initiatives, national celebrations, and outreach projects. Links to Emirati culture and heritage are prominent across curriculum areas and school events. Partnerships with local and international schools, universities, and charities provide students with opportunities for enterprise, service, and innovation. However, the impact of these partnerships is not yet fully sustained or consistently embedded across the school, and experiential learning, enterprise, and service are not always integral features of students’ learning experiences in all phases and subjects.

## Next Steps:

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1. Strengthen opportunities for parents to contribute to ongoing curriculum planning and evaluation.
2. Ensure partnerships with local and international schools, universities, and charities are strategically planned and consistently embedded across all phases so that experiential learning, enterprise, and service are integral and sustained features of students’ learning experiences.

Performance Indicator	Quality judgement
Governance	Outstanding

## Findings:

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- The school is governed through a dual model with a joint governing board, comprising a wide range of stakeholders, including members from Cranleigh UK and the Aldar Education Group. The Strategic Partnership Group represents parents' views, while the Student Council and teaching staff contribute through a range of school committees. The governing board consistently seeks and thoughtfully considers stakeholder views, ensuring a comprehensive and accurate understanding of the school. However, the impact of governing board initiatives and decisions is not always communicated systematically or consistently to all stakeholders, limiting transparency and shared understanding of school priorities and progress. In addition, mechanisms for student representatives to engage directly and regularly with the governing board are not yet sufficiently structured or embedded.
- The governing board systematically and very effectively monitors the school's actions and holds the principal and senior leaders fully accountable for the quality of teaching, learning, student achievement, and personal development. This includes the use of detailed information, regular reports, and stakeholder satisfaction surveys to evaluate progress across multiple areas. Board members visit the school regularly to engage with students, teachers, and parents. Strong trust exists between the governing body and the Executive Leadership Team, supporting a constructive and highly effective accountability process.
- The governing board makes a significant contribution to the school's leadership and strategic direction, guided by ethical principles. It ensures the school is well-staffed and very well-resourced, providing high-quality teaching and learning materials. The board accesses expertise from the Cranleigh UK and ALDAR school networks, ensuring the school remains at the forefront of new pedagogies, technologies, and research. It oversees recruitment, professional development, and the integration of artificial intelligence tools to enhance teaching, learning, and well-being. The board has acted on all recommendations from the previous inspection and ensures full compliance with statutory requirements.

## Next Steps:

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1. Strengthen structured opportunities for student representatives to engage directly with the governing board, ensuring their perspectives inform school decisions consistently.
2. Communicate the impact of board initiatives and decisions to all stakeholders, ensuring transparency and shared understanding of school priorities and progress.

# Management, staffing, facilities and resources

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

## Findings:

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- The day-to-day management of the school is highly efficient and ensures smooth operations across all phases. Policies, procedures, and routines are consistently applied and well understood among staff, students, and parents. Clear and timely communication supports effective coordination between academic, administrative, and pastoral teams. The professional conduct of staff and the calm, well-organized environment across the campus reflect strong leadership and a shared commitment to maintaining high standards.
- The sufficiency, deployment, and development of staff are major strengths. All staff are suitably qualified and bring substantial international experience, contributing to a stable and well-balanced workforce across subjects. Recruitment and retention are managed strategically, and professional development is generally aligned with the school's priorities through regular training, coaching, and collaborative workshops that promote reflective practice. However, professional development is not yet sufficiently personalized or targeted to the specific needs of Arabic-medium subject departments, which limits its impact on strengthening pedagogical effectiveness in these areas. Leaders promote the sharing of effective and innovative practices across departments and partner schools to strengthen consistency and innovation. However, this practice is not yet sufficiently embedded to secure consistently effective and innovative teaching across all subjects.
- The premises and learning environment remain of the highest standard, maintained with exceptional attention to safety, functionality, and aesthetic quality. Specialist facilities, including science laboratories, creative arts studios, performance areas, and sports amenities, offer extensive opportunities for practical and experiential learning. The environment promotes engagement and creativity, inspiring students to achieve across disciplines. The school is reviewing the use and development of specialist and shared spaces to ensure facilities continue to meet the evolving demands of the curriculum and support emerging innovation programs.
- The range and quality of learning resources are extensive and managed with high levels of efficiency. Classrooms are equipped with appropriate materials and digital tools that enhance curriculum delivery and enable effective differentiation. Resources are up-to-date, relevant, and used purposefully to strengthen students' research, collaboration, and creativity. Ongoing investment in technology continues to enrich learning experiences across all phases. The allocation of resources is strategically planned and fully aligned with the school's vision for innovation and excellence.

## Next Steps:

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1. Strengthen the personalization of professional development for Arabic-medium subject departments to ensure more pedagogical development and a deeper impact on classroom practice.
2. Extend the structured sharing of outstanding practice across departments and partner schools to secure greater consistency and innovation in teaching and leadership.
3. Promote ongoing evaluation of specialist and shared learning spaces to ensure facilities remain fully aligned with future curricular developments and emerging innovation priorities.

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