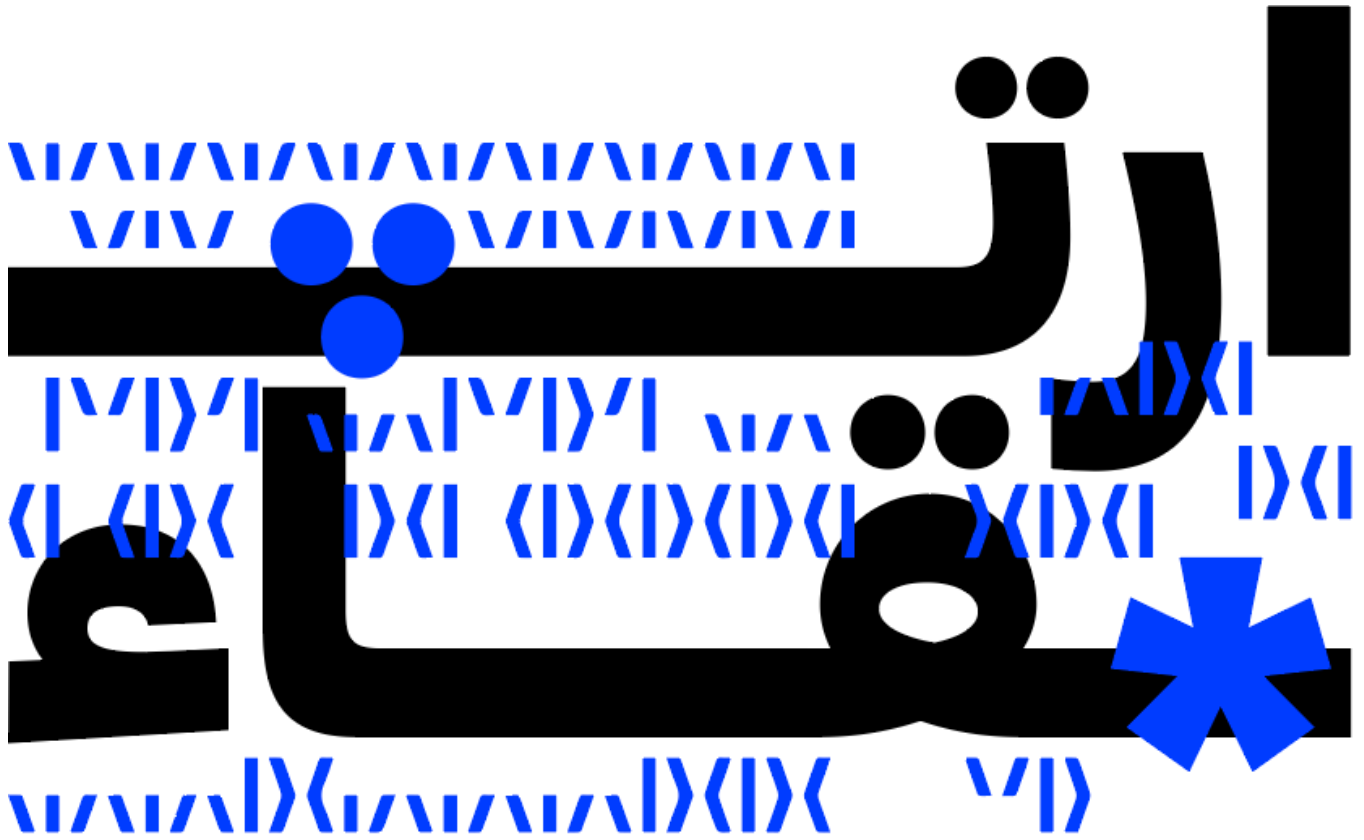




Irtiqa'a School Inspection

AY 2024/25

Bloom Gardens School (Brighton College)

Rating: Very Good

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School Information

General Information		
	Name	Bloom Gardens School (Brighton College)
	Esis Number	9209
	Location	175, Das St, Al Muntazah, Abu Dhabi 22404
	Website	http://www.brightoncollege.ae
	Telephone	028156500
	Principal	CRAIG DENNIS LAMSHED
	Inspection Dates	19 to 22 May 2025
	Curriculum	British

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1900
Number of Emirati students	536
Number of students of determination	155
Largest nationality group of students	UAE - Britain - India

Information On Teachers

Number of teaching assistants	39
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Changes since the previous inspection

Since the previous inspection in 2023, the school has maintained its overall performance rating of Very Good, reflecting its sustained commitment to improvement and consistently high expectations across all key performance areas

Overall, students' achievement in Arabic-medium subjects has shown varied performance across subjects and phases, with some areas showing improvement, others sustaining previous levels, and a few experiencing regressions. In Arabic as a first language, students' attainment in Phases 2 and 4 remained at Good, while their progress improved from Good to Very Good. In Phase 3, attainment regressed from Very Good to Good, while progress remained Very Good. Phase 1, which was not previously observed, is now judged as Very Good, based on students' performance in lessons and their work. In Arabic as a second language, students' achievement in Phase 2 has improved from Good to Very Good, due to enhanced instructional strategies and the large majority of students demonstrating levels above expectations. In Phase 3, students' attainment regressed from Very Good to Good, yet continued to reflect levels of knowledge, skills, and understanding above curriculum expectations. Progress remained at Very Good, largely due to students' performance in lessons and recent work.

Students' achievement in Islamic Education varies across phases. In Phases 2 and 3, achievement has been sustained at Good, while in Phase 4, it regressed from Good to Acceptable, indicating that most students attain in line with expectations and make the expected progress. Students' achievement in UAE Social Studies remains Good in Phase 3, while in Phase 2, attainment remains Good and progress has improved from Good to Very Good, due to effective application of speaking and reading skills.

Students' achievement in English-medium subjects varies across phases and subjects, with some areas showing improvement and others sustaining their previous judgments. There hasn't been regression observed, highlighting a pattern of sustained or improved performance. In English, students' achievement has remained the same across all phases, with Phases 1 and 2 sustaining Very Good and Phases 3 and 4 sustaining Outstanding, indicating attainment levels above curriculum standards and better-than-expected progress.

In mathematics, students demonstrate strong performance across all phases, largely due to their outcomes in

lessons, recent work, and internal and external assessments. In Phase 1, achievement has remained Very Good, attributed primarily to students' performance in lessons and their recent work. In Phase 2, achievement has improved from Very Good to Outstanding, and has remained Outstanding in Phases 3 and 4, with most students attaining above curriculum expectations and making better than expected progress.

Science shows a similar pattern to mathematics. In Phase 1, students' achievement has remained Very Good, while in Phase 2, achievement has improved from Very Good to Outstanding and has remained Outstanding in Phases 3 and 4. This is attributed to their strong performance in lessons and assessments, as well as their ability to apply scientific knowledge and inquiry skills in increasingly complex and real-world contexts.

As a result of students' progress and performance, their learning skills are reflected across the school. Phases 1 and 2 remain at Very Good, and Phase 4 sustains Outstanding, while Phase 3 has regressed from Outstanding to Very Good, yet students in this phase continue to make better-than-expected progress. Students across the school are enthusiastic about learning and generally take responsibility for their own progress. Collaboration is a strong feature, with students working effectively in pairs and groups and communicating their ideas with confidence. Many students make meaningful connections between their learning and real-world contexts, particularly in the upper phases. While digital tools are used increasingly to support learning, their integration is not always purposeful. Critical thinking, problem-solving, and innovation skills are developing but remain inconsistent, with stronger application observed in the secondary phase.

Performance Standard 2 (PS2), which pertains to students' personal development and innovation skills, was not previously inspected and is now being evaluated. Personal development is judged as Outstanding in Phase 1 and Very Good across Phases 2, 3, and 4. Students across all phases exhibit positive attitudes toward learning, feel safe and supported, and actively contribute to school life. A strong culture of well-being is fostered with over 1,300 students engaged in sports beyond school. Attendance is high at 97%, though punctuality remains an area for improvement, particularly in Phase 4. The element of Understanding of Islamic Values and Emirati Culture is now judged Good across all phases, while Social Responsibility and Innovation Skills are rated as Outstanding across all phases. Students demonstrate strong appreciation for Islamic values, UAE heritage, and global cultures through active involvement in charitable work, national celebrations, and intercultural events. They contribute meaningfully to both school and community life, with environmental awareness well integrated across all phases. Although participation is high, providing more regular opportunities for volunteering, entrepreneurship, and environmental engagement would further strengthen their impact.

Teaching for effective learning mirrors students' learning skills and follows a consistent pattern across phases, with Phases 1 and 2 sustaining a Very Good rating, Phase 4 maintaining Outstanding, and Phase 3 regressing slightly from Outstanding to Very Good. Teachers across all phases exhibit strong subject knowledge and plan lessons purposefully, incorporating effective modelling and scaffolded support. Lessons are generally engaging and aligned with curriculum standards, although the use of digital tools and subject-specific resources could be further strengthened. In the upper phases, teachers use a range of questioning strategies to extend students' thinking and encourage reflection. In contrast, in the lower phases, particularly in Arabic-medium subjects, extended teacher talk sometimes limits opportunities for student interaction and exploration.

Assessment continues to perform strongly, with Phases 1 and 2 rated as Very Good and Phases 3 and 4 as Outstanding. Assessment systems are coherent and consistently applied across the school, generating valid and reliable data to track student progress and support curriculum planning. While assessment data is rigorously analyzed to identify students in need of support or challenge, its use to inform real-time adaptations in teaching remains inconsistent, particularly in lower phases and Arabic-medium subjects.

Performance Standard 4 (PS4), which pertains to curriculum design and adaptation, was not previously inspected and is now judged as Outstanding in both elements, curriculum implementation and curriculum adaptation, across all phases. The school delivers a well-structured and progressive curriculum that integrates the EYFS framework, the National Curriculum for England, and UAE MoE requirements, ensuring compliance with statutory expectations and smooth progression from early years to post-16 pathways. It strikes a balance between academic rigor and personal development, effectively preparing students for IGCSE, A-level, and BTEC qualifications. Cross-curricular links and project-based learning enhance students' ability to transfer knowledge between subjects. The curriculum is regularly reviewed to align with student outcomes and national priorities, though further development is required in Arabic-medium subjects. Curriculum adaptation effectively meets the needs of diverse learners, supported by an experienced inclusion team and well-structured Individual Education Plans (IEPs). A wide range of enrichment opportunities, including over 180 extracurricular activities, clubs, and community initiatives, promote creativity, innovation, and leadership. Emirati identity and cultural heritage are embedded throughout the curriculum and reinforced through literature, UAE-focused lessons, national events,

and student-led initiatives.

The health and safety of students, including child protection, continues to be a high priority for the school and has improved from Good to Very Good across all phases, due to enhancements in outdoor spaces and the implementation of robust safety monitoring systems. Care and support have progressed from Very Good to Outstanding across all phases, reflecting the school's highly effective provision for students with additional learning needs. The school maintains strong safeguarding procedures, secure facilities, and proactive supervision, creating a safe and inclusive environment for all. Student well-being is prioritized through a range of mental health initiatives, physical activity, and healthy lifestyle programs. Relationships between staff and students are exemplary, and behavior is consistently well managed. Attendance is good, supported by clear expectations and timely intervention. The school offers highly effective academic and personal guidance, with strong systems for identifying and supporting students of determination and gifted and talented students, although provision in Arabic for students of determination remains less consistent.

Leadership and management remain Very Good across four elements, with governance improving from Very Good to Outstanding due to strengthened structures and strategic oversight. The recent appointment of an experienced Headteacher and enhancements to the senior leadership team have brought clear direction focused on academic success, well-being, and alignment with national priorities. Leaders demonstrate strong curriculum and pedagogical knowledge, implementing whole-school initiatives such as metacognition, BTEC pathways, and the Brighton Diploma to improve student outcomes. A positive, inclusive learning culture has been established, though collaboration in upper phases and performance in Arabic-medium subjects remain areas for development. Self-evaluation is rigorous and draws on internal and external data, but lacks subject-specific action clarity. Improvement planning is well-aligned with national priorities, and most previous recommendations have been addressed. Parental partnerships continue to be a strength, with active involvement in learning, feedback, and decision-making, though some confusion remains around recent reporting changes. Governance ensures strategic resourcing and policy oversight, while the management of staffing, facilities, and resources supports smooth daily operations, high-quality learning spaces, and extensive professional development. Integration of learning technologies remains an area for further enhancement.

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

The school demonstrates a strong and sustained commitment to international benchmarking, actively participating in PIRLS (2021), TIMSS (2019 and 2023), and PISA (2022), with clear preparation underway for PISA 2025. In response to PIRLS findings, particularly gender and nationality-based performance gaps, the school implemented targeted reading interventions, including guided reading groups for boys and bilingual reading support for UAE National students. For TIMSS, the school has embedded problem-solving and reasoning tasks into the Maths and Science curricula in Years 5 and 9, using strategies such as journaling, concept mapping, and practical investigations to develop critical thinking.

In preparation for PISA 2025, the curriculum has been aligned to the PISA science framework, with interdisciplinary units and inquiry-based approaches embedded across Years 7 to 11. The science department focuses on building students' skills in data interpretation, sustainability, and real-world problem-solving, with planned enrichment activities such as the school science fair and participation in national Olympiads aimed at strengthening scientific identity, engagement, and global readiness. These sustained efforts reflect the school's strategic planning and alignment with national priorities for global competitiveness.

Performance in standardized and international assessments

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

Standardized Assessments

The school participates in the Granada Learning (GL) standardized assessments, developed by the GL Education Group, to benchmark students' attainment and progress in English, mathematics, and science from Years 4 to 10.

- In English, results for AY2023/24 indicate that students' attainment is Very Good in Years 6 and 10, with the large majority attaining above international expectations. Attainment is Good in Years 4, 8, and 9, while in Years 5 and 7, attainment is Weak, reflecting performance in line with international expectations. In terms of progress, outcomes show limited gain overall, with Weak progress across Years 5 to 10, except in Year 6, where students make Acceptable progress, indicating that most students are still making the expected level of progress across grades.
- In mathematics, AY2023/24 results indicate that attainment in Year 4 is Weak. However, students in Year 6 attain at a Good level, and those in Years 5, 7, 8, and 10 demonstrate Very Good attainment, performing above international expectations. Year 9 students achieve Outstanding attainment, with most attaining above international expectations. In terms of progress, students show Weak progress in Years 6, 8, and 10, Good progress in Year 7, and Very Good progress in Years 5 and 9, where the large majority make better-than-expected progress.
- In science, AY2023/24 results show that attainment in Years 4, 5, 6, and 8 is Very Good, while in Years 9 and 10, students achieve Outstanding attainment, consistently performing above international expectations. Progress varies, with Outstanding progress in Years 5 and 9, while in Years 6 and 10, students make Weak progress, indicating variability across phases from better-than-expected to expected levels of progress.

International Assessments: TIMSS, PISA, PIRLS

The most recent PISA 2022 results for 15-year-old students show that the school exceeded all of its set targets and performed significantly above international averages in all domains.

- In scientific literacy, students achieved a score of 569, well above the school's target of 520 and the global average of 489, based on results from participating countries.
- In mathematical literacy, students scored 574, surpassing the target of 520 and outperforming the global average of 472.
- In reading literacy, the score of 552 also exceeded the school's target of 510 and was significantly above the global average of 476, placing students in the high proficiency band.

In the TIMSS 2023 cycle, outcomes varied across grade levels, with strong performance in Year 5 and lower outcomes in Year 9 mathematics.

- In Year 5 mathematics, students achieved a score of 600, exceeding the school's target of 584 and well above the international average of 475.
- In Year 5 science, the score of 595 also exceeded the target of 569 and the international average of 503.
- In Year 9 mathematics, students scored 588, which was below the school's target of 618, but still well above the international average of 475, placing them in the high international benchmark.
- In Year 9 science, the score of 575 was below the school's target of 625, yet still significantly above the international average of 478.

In the PIRLS 2021 reading assessment, students achieved a mean score of 592, placing them within the High International Benchmark and well above the international center point of 500.

Reading

The school offers a well-resourced and inclusive reading provision that promotes literacy development across all phases. Two well-appointed libraries serve the different age groups: one tailored to Foundation Stage and Primary students, and the other designed for Secondary students. Together, they offer over 22,000 English-language books and more than 8,000 Arabic titles, covering a broad range of age-appropriate fiction and non-fiction texts aligned with both the English and MoE Arabic curricula. A dedicated component of the Arabic program provides additional exposure to external texts, enriching students' reading experiences.

Each library features dedicated quiet zones, collaborative areas, and culturally responsive reading spaces, such as a UAE-themed majlis in the primary library and breakout study areas in the secondary library. Weekly timetabled library sessions are embedded for students in Foundation Stage through Middle School, while Phase 4 students have open access during non-contact periods. Across the school, the reading environment is designed to foster both academic and recreational engagement with texts.

Targeted reading programs support the development of literacy at every stage. In the early years and lower primary, the Read Write Inc. phonics program and the Drawing Club promote early decoding and comprehension. In Primary, SPARK Guided Reading lessons focus on reading fluency, inference, and analytical thinking using class texts. High-achieving and gifted readers are supported with differentiated reading interventions to ensure continued challenge and growth.

The school maintains a strong partnership with parents to reinforce reading habits beyond the classroom, offering workshops that promote daily reading at home. Regular initiatives such as book fairs, class readers, comprehension-based prep tasks, and NGRT-focused activities further enrich the reading culture. Each academic department implements a literacy development plan, which is monitored and updated to address emerging student needs.

To cultivate a love for reading, Secondary students engage in school-wide initiatives such as the Annual Reading Fair, Reading Challenge, and House Reading Picnic. Cross-phase peer reading programs allow older students to mentor younger peers, supporting literacy development and fostering a shared reading community.

In Arabic classrooms, students engage with levelled texts tailored to their reading abilities. Teachers facilitate guided read-aloud sessions, conduct regular assessments, and lead discussions to deepen comprehension. Digital tools such as Bravo, Kutubee, and the Arabi program are used effectively to enhance fluency and reinforce reading in Arabic across phases. This ensures that reading provision is not only enriching but also responsive to identified needs, supporting both academic outcomes and personal growth.

Strengths of the school

- The consistently outstanding academic achievement of students, particularly in GCSE and A-Level results.
- The well-developed learning skills of students in Phase 4 and the upper years of Phase 3 support strong levels of academic success, independence, and reflective thinking.
- The strong work ethic and sense of responsibility demonstrated by students across the college, alongside their active engagement in environmental and sustainability initiatives within the school and wider community.

- The breadth of curricular choices and the extensive range of enrichment opportunities that nurture students' talents, interests, and future aspirations.
- The highly effective inclusion systems and personalized support provided for students with additional learning needs, including students of determination.
- The robust governance structure ensures that governors play a strategic and informed role in monitoring and supporting the college's overall performance.

Key Recommendations

1. Raise student attainment and progress to consistently outstanding levels across all core subjects by:

- further improving the achievement in Phase 1 across all subjects, while further enhancing the foundational skills.
- enhancing student outcomes in Arabic as a first and second language in Phases 3 and 4, with a focus on strengthening comprehension and interpretation skills.
- ensuring that higher-attaining students across all phases are given consistent opportunities for extended writing and confident expression of ideas to demonstrate deeper understanding.
- ensuring students across Phases 1 and 2 have regular opportunities to apply mathematical concepts in real-life contexts to strengthen their understanding and develop higher-order reasoning skills.
- ensuring that students in lower-stream English and mathematics classes experience greater success through improved support and challenge.
- embedding the effective use of technology across subjects to support current learning and equip students with future-ready skills.
- strengthening students' reasoning and justification skills in Islamic education while embedding the use of Qur'anic verses and authentic Hadiths in their responses.

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

- reducing extended teacher talk and increasing opportunities for students to take ownership of their learning through metacognitive strategies and student-led inquiry.
- embedding effective assessment for learning practices, including purposeful questioning, reflection time, and responsive feedback.
- reviewing the provision and student grouping structure in Arabic as a second language in Phase 3 to better match learners' needs and ensure progression.

3. Strengthen the impact of leadership and strategic planning by:

- enhancing the monitoring of teaching and learning to ensure it drives consistent improvement in student outcomes, especially in Phases 1 and 2 and across Arabic-medium subjects.
- further strengthening parental engagement, ensuring their voice, participation, and feedback are integral to school development.
- aligning facilities and resources with the long-term strategic vision and future growth of the college.

4. Improve students' performance in international assessments (TIMSS, PISA, PIRLS), by:

- strengthening alignment of the curriculum with the TIMSS, PISA, and PIRLS frameworks, particularly in Grade 8 mathematics and science where targets were not met.
- embedding higher-order thinking, problem-solving, and data interpretation more systematically across all relevant subjects.
- providing targeted interventions for underperforming groups to close identified gaps in achievement.
- using assessment data more effectively to inform planning, monitor readiness, and adjust teaching strategies in preparation for upcoming cycles.

Overall School Performance: Very Good

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

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

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

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

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

PS6: Leadership and Management

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

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The school's analysis of internal attainment assessment data for the AY2023/24 against the MOE curriculum standards for Islamic Education indicates that most students in Phases 2, 3 attain levels that are above the curriculum standards, while the majority of students in Phase 4 attain levels above the curriculum standards.
- There are no external national or international assessments for Islamic Education in Phases 2 and 3. In Phase 4, the school administers the Ministry of Education (MoE) exam in Year 13 to benchmark students' attainment in Islamic Education. Results from AY2023/24 indicate that students' attainment in Phase 4 is Very Good, with the large majority attaining levels above national expectations.
- In lessons and in their recent work, the majority of students in Phases 2 and 3 demonstrate levels of knowledge, skills and understanding in Islamic values and principles that are above curriculum standards, while most students in Phase 4 demonstrate levels that are in line with curriculum expectations. Across phases, students demonstrate age-appropriate knowledge of key Islamic concepts, values, and practices. They participate in classroom discussions and show understanding of core topics related to faith, worship, and moral conduct. As students progress through the phases, they build their knowledge of Islamic principles and rulings and begin to explore contemporary Islamic themes. However, their ability to reason, reflect, and apply Islamic teachings to real-life contexts is still emerging. Opportunities to develop deeper understanding, justify views using textual evidence, and engage in higher-order Islamic thinking are not yet fully embedded.
- Over the past three years, the school's internal assessment data indicate that students' attainment in Phases 2 and 3 has remained consistently Outstanding, reflecting sustained performance levels well above curriculum expectations. In Phase 4, however, the trend shows a clear decline, with attainment regressing from Outstanding in AY 2021/22 and AY 2022/23 to Good in AY 2023/24. Grade 12 Ministry of Education (MoE)

exam results do not show a trend in Phase 4; however, attainment has declined from Outstanding in AY 2021/22 to Very Good in AY 2023/24, with no results indicated for AY 2022/23.

- The school's analysis of internal assessment progress data for the AY 2023/24 indicates that most students in Phase 2 make the expected progress over time from their starting points at the beginning of the academic year and against MOE standards. In Phase 3, only a majority of students make expected progress, while in Phase 4, only a few students make expected progress over time from their starting points at the beginning of the academic year, and against MOE standards.
- In lessons and in their recent work, the majority of students in Phases 2 and 3 make better-than-expected progress, while in Phase 4, most students make the expected progress in relation to appropriate learning objectives aligned with the MOE curriculum standards.
- The school analyzes assessment data to monitor the progress of various student groups in Islamic Education, including boys, girls, Emirati students, students with additional learning needs (ALN), students of determination, high-attainers, low-attainers, and gifted and talented (G&T) individuals. Gender-based analysis shows that both boys and girls make Acceptable progress in Phase 2, with most meeting expected targets. In Phase 3, both groups demonstrate Weak progress, with limited gains from their starting points. In Phase 4, girls maintain Weak progress, while boys decline further to Very Weak, indicating limited improvement and widening variation between groups. Emirati students follow a similar pattern, making Acceptable progress in Phase 2, Weak progress in Phase 3, and Very Weak progress in Phase 4, highlighting a significant drop in outcomes over time. Students with additional learning needs, including students of determination, make Weak progress in Phases 2 and 3 and Very Weak progress in Phase 4, suggesting limited impact of support strategies for this group. High-attaining students make Outstanding progress in Phase 2, but their progress drops to Weak in Phases 3 and 4, reflecting a notable decline in challenge and extension. Low-attaining students show contrasting outcomes, with Outstanding progress in Phases 2 and 4, but Weak progress in Phase 3, indicating inconsistency across the phases. Gifted and talented students make Outstanding progress in Phases 2 and 3 and Very Good progress in Phase 4, consistently performing above expectations across the school. In lessons, most student groups show stronger progress in Phase 2.

Next Steps:

1. Strengthen students' ability to apply Islamic teachings to real-life contexts through structured reflection and discussion.
2. Develop students' reasoning and justification skills, while embedding the use of Qur'anic verses and authentic Hadiths in their responses.
3. Provide more opportunities for students to engage in higher-order thinking and critical analysis of contemporary Islamic concepts.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment attainment data for the AY2023/24 against the MoE curriculum standards for the Arabic First Language indicates that the large majority of students in Phases 1, 2 and 3 attain levels that are above the curriculum standards, while most students in Phase 4 attain levels above these expectations.
- The school administers external assessments for Arabic as a First Language in the academic year 2023/24 to benchmark students' attainment. IGCSE results in Year 11 indicate Outstanding attainment, with most students achieving levels significantly above curriculum expectations. A Level results in Year 12 for Arabic First Language also indicate Outstanding attainment. In Year 13, results from the Ministry of Education (MoE) external assessment show that students' attainment is Very Good, with the large majority attaining levels above national expectations.
- In lessons and in their recent work, the large majority of students in Phase 1 and the majority of students in Phases 2 to 4 demonstrate levels of knowledge, skills, and understanding in speaking, listening, reading, and writing that are above the curriculum standards. In Phase 1, students accurately pronounce letters and recognize them in sight words, showing understanding of both long and short vowel sounds. In Phase 2, students demonstrate a clear understanding of vocabulary meaning. However, they find it challenging to express their thoughts clearly and to use a broader range of vocabulary. In the upper phases, students show understanding of narrative and descriptive paragraphs and can express simple ideas, yet they are less confident in participating in structured conversations, particularly when using Standard Arabic. They can write short texts, though they remain less secure when writing at length, especially with correct grammar and punctuation. Across all phases, students are not yet confident in reading fluently or with expression.
- Over the past three years, attainment in Arabic as a First Language has remained consistently above curriculum standards across phases. In Phase 2, attainment improved from Very Good in AY2021/22 to Outstanding in AY2022/23, before returning to Very Good in AY2023/24, indicating a slight fluctuation within a high-performance range. In Phase 3, attainment was Outstanding for two consecutive years, AY2021/22 and AY2022/23, before declining slightly to Very Good in AY2023/24, reflecting a minor dip while remaining above curriculum expectations. In Phase 4, attainment has been consistently Outstanding across all three academic years, demonstrating sustained performance over time.

- The school's analysis of internal assessment progress data for the AY2023/24 indicates that most students in Phase 1 make better than expected progress in relation to individual starting points and the curriculum standards. In Phase 2, most students make the expected progress, while only a majority in Phases 3 and 4 make the expected progress over time from their starting points at the beginning of the academic year, and against the curriculum standards.
- In lessons and in their recent work, the large majority of students across all phases make better than expected progress in relation to appropriate learning objectives that are aligned with 'Bil Arabi' curriculum standards.
- The school analyzes assessment data to monitor the progress of various student groups in Arabic as a First Language, including boys, girls, Emirati students, students with additional learning needs (ALN), students of determination, high-attainers, low-attainers, and gifted and talented (G&T) individuals. Gender-based analysis shows that in Phase 1, both boys and girls make Outstanding progress, reflecting strong gains from their starting points. In Phase 2, girls make Good progress, while boys demonstrate Weak progress, highlighting early signs of variation. In Phases 3 and 4, both groups make Weak progress, indicating limited improvement and insufficient support to meet expected outcomes. Emirati students follow a similar pattern, making Outstanding progress in Phase 1, then Weak progress across Phases 2, 3, and 4. This suggests that while early support is effective, progress is not sustained in the upper phases. Students with additional learning needs, including students of determination make Very Good progress in Phase 1 but decline to Weak and Very Weak in Phases 2 and 3, before improving to Acceptable in Phase 4. High-attaining students, identified in Phases 2 to 4, make Weak progress across all three phases, indicating a lack of sufficient challenge and extension. In contrast, low-attaining students make Outstanding progress in Phase 2, Acceptable progress in Phase 3, and Good progress in Phase 4, demonstrating positive support from their starting points. Gifted and talented students make Outstanding progress in Phase 2, Acceptable progress in Phase 3, and Very Good progress in Phase 4, reflecting mostly strong outcomes with some variation in the middle phase. In lesson the large majority of groups of students make similar progress with girls demonstrate more accelerated progress than boys. However, higher-attaining students do not consistently make the progress they are capable of.

Next Steps:

1. Enhance students' speaking skills to allow them to communicate ideas clearly and confidently through structured conversations in Standard Arabic across all phases.
2. Enhance students' reading skills to enable them to read with fluency, accuracy, and appropriate expression across all phases.
3. Develop students' ability in extended writing with accurate grammar and punctuation, particularly in Phases 3 and 4.

Arabic as a second language

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

Findings:

- The school's internal assessment data for AY2023/24, against the MOE curriculum standards for Arabic as a second language, indicate that the large majority of students in Phase 2 and most in Phase 3 attain levels that are above the MOE curriculum standards. In Phase 4, a few students attain levels that are in line with curriculum standards.
- There are no external national or international assessments for AY2023/24 in Arabic as a second language in Phases 2 and 3.
- In lessons and in their recent work, the large majority of students in Phase 2 and the majority in Phase 3 demonstrate levels of knowledge, skills, and understanding in speaking, listening, reading and writing that are above the curriculum standards. Students across phases demonstrate secure foundational skills in reading, listening, and basic writing in Arabic as a second language. They understand familiar texts and can respond to questions with appropriate vocabulary and sentence structure. While most students comprehend instructions and classroom language, their oral communication remains limited, with a tendency to rely on English in discussions. Writing is generally accurate but lacks complexity, and speaking responses are often brief and underdeveloped. Students show an emerging understanding of key grammatical structures, though application across skills is not yet fully consistent. Opportunities to extend students' expressive language and fluency in unfamiliar contexts are limited.
- Over the past three years, the school's internal assessment data indicate that trends show a downward trajectory in Phase 2, regressing from Outstanding in AY2021/22 to Very Good in both AY2022/23 and AY2023/24. The school's internal assessment data indicate that attainment in Phase 3 has been consistently Outstanding over the past three academic years, demonstrating sustained high performance. In contrast, trends show a sharp decline in Phase 4, with attainment regressing from Outstanding in AY2021/22 and AY2022/23 to Very Weak in AY2023/24, indicating a significant drop that requires urgent attention.
- The school's analysis of internal assessment progress data for the AY2023/24 indicates that the large majority of students in Phase 2 make better than expected progress over time from their starting points at the beginning of the academic year and against MOE standards. The data for Phase 3 supports that only a majority of students make expected progress over time from their starting points at the beginning of the academic year, and against MOE standards.
- In lessons and in 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 analyzes assessment data to monitor the progress of various student groups in Arabic as a Second Language, including boys, girls, students with additional learning needs (ALN), students of determination, high-attainers, low-attainers, and gifted and talented (G&T) individuals. Gender-based analysis shows that girls make better gains than boys across both phases. In Phase 2, girls make Very Good progress, compared to Good progress for boys. In Phase 3, girls maintain Good progress, while boys demonstrate Weak progress, indicating less consistent outcomes. The progress of students with additional learning needs, including students of determination, varies across phases. They make Acceptable progress in Phase 2 but decline to Weak progress in Phase 3, showing the least gain in progress. High-attaining

students show the most consistent gains, making Outstanding progress in both phases, reflecting strong growth well beyond expectations. Low-attaining students also make significant gains in Phase 2, where they achieve Outstanding progress, but their progress is Acceptable in Phase 3, indicating reduced momentum as language complexity increases. Gifted and talented students make Outstanding progress in Phase 2, but their progress dips to Acceptable in Phase 3.

Next Steps:

1. Expand opportunities for students to speak in Arabic confidently and fluently during lessons and peer interactions.
2. Strengthen students' ability to understand and respond to unfamiliar texts using a broader and more expressive vocabulary.
3. Enhance the complexity and accuracy of students' written work, while reinforcing grammar application and structured sentence development.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the MoE curriculum standards for social studies indicates that most students in Phases 2 and 3 attain levels that are above the curriculum standards.
- There are no external national or international assessments for social studies in Phases 2 and 3.
- In lessons and in their recent work, the majority of students in Phases 2 and 3 demonstrate levels of knowledge, skills, and understanding of key concepts related to UAE national identity, citizenship, and geography that are above the curriculum standards. Students show age-appropriate awareness of civic responsibilities, social development, and economic themes. While they are able to describe core ideas with clarity, their ability to analyze the broader impact of these concepts on contemporary UAE society and global contexts is still developing. Opportunities for deeper reflection on real-world issues and their societal and environmental implications are not yet fully embedded across phases.
- Over the past three years, the school's internal assessment data indicates that attainment has remained consistently Outstanding, reflecting sustained high performance well above curriculum expectations.
- The school's analysis of internal assessment progress data for the AY2023/24 indicates that most students in Phase 2 make the expected progress, while the majority of students in Phase 3 make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards.
- In lessons and in their recent work, the large majority of students in Phase 2 and the majority in Phase 3 make better than expected progress in relation to appropriate learning objectives that are aligned with MOE curriculum standards.
- The school's analysis of internal assessment progress data to evaluate the progress of the different groups of students indicates that in Phase 2, boys, girls and Emirati make acceptable progress. While low attainers and gifted and talented make Outstanding progress, high attainers and students with additional learning needs, including students of determination, make Weak progress. In phase 3, Boys, Emirati and students with additional learning needs, including students of determination make Good progress. Girls and low attainers make Acceptable progress, while gifted and talented make Weak progress. In lessons, the large majority of

groups of students make similar progress. However, higher-attaining students do not consistently make the progress they are capable of.

Next Steps:

1. Deepen students' ability to analyze the relevance of social, environmental, and economic issues concerning national and global contexts.
2. Strengthen students' critical thinking and reflection skills to support a deeper understanding of how civic values shape society.
3. Increase opportunities for students to apply their knowledge to real-world situations with a focus on inquiry, discussion, and problem-solving activities.

English

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school’s analysis of internal assessment data for AY2023/24 against the Early Years Foundation Framework (EYFS) in Phase 1 indicates that the large majority of students attain levels above the curriculum standards. Similarly, internal assessment data for the same academic year, measured against the English National Curriculum (ENC) in English, shows that most students in Phases 2, 3, and 4 attain levels above the curriculum standards.
- There are no external national or international assessments for English in Phase 1. The school administers GL Progress Tests in English (PTE) from Years 4 to 10 to benchmark students’ attainment against international standards. Results from AY2023/24 indicate that attainment in English is Weak in Phases 2 and 3, indicating levels where less than three-quarters of students attain in line with international expectations. In addition, the school uses external examination results to evaluate students' outcomes, and GCSE results in English for the Year 11 cohort who opted for the exam indicate Outstanding attainment. Similarly, A Level results for Year 13 students also reflect Outstanding attainment. The school participated in international benchmarking initiatives and took part in PIRLS 2021 and PISA 2022. In PISA 2022, students achieved a Reading score of 552, significantly exceeding both the school’s target of 510 and the international average of 476. In PIRLS 2021, the school attained a score of 592, placing it within the High International Benchmark. The school is currently preparing students for participation in PISA 2025.
- In lessons and in their recent work, the large majority of students in Phases 1 and 2 and most students in Phases 3 and 4 demonstrate levels of literacy knowledge, skills, and understanding that are above the English National Curriculum standards. In Phase 1, students develop early literacy skills through phonics and structured language activities, with many beginning to write short, descriptive sentences. In Phase 2, students read with fluency and inference, write with structure and clarity, and communicate ideas effectively. In Phases 3 and 4, most students attain levels above curriculum standards. They analyze texts critically, produce extended written responses, and apply literary techniques with accuracy. Across all phases, higher-attaining students demonstrate deeper insight, though opportunities for extended writing and confident idea presentation are not consistently realized.

- Over the past three years, the school's internal assessment data indicate that attainment in English has been consistently Outstanding in Phases 2 and 3, reflecting a sustained level of performance above curriculum expectations. In Phase 4, trends show a fluctuating trajectory, with attainment regressing from Outstanding in AY2021/22 to Very Good in AY2022/23, before recovering to Outstanding in AY2023/24. In Phase 1, internal assessment data for AY2023/24 also indicates Outstanding attainment, demonstrating strong foundational outcomes. However, trends in standardized GL assessments show a more variable and generally downward pattern. In Phase 2, trends fluctuated, indicating Weak attainment in AY2021/22, before improving to Good in AY2022/23, but then declining again to Weak in AY2023/24, indicating inconsistency over time. In Phase 3, students achieved Very Good levels in both AY2021/22 and AY2022/23, followed by a notable decline to Weak in AY2023/24, representing a significant drop in performance when measured against international benchmarks.
- The school's analysis of internal assessment progress data for the AY2023/24 indicates that the majority of students in Phases 2, 3 and 4 make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards. In Phase 1 most students make better than expected progress. Progress scores in GL PTE standardized assessments suggest that only a majority of students in Phases 2 and 3 make the expected progress in English.
- In lessons and their recent work, the large majority of students in Phases 1 and 2 and most students in Phases 3 and 4 make better than expected progress in relation to appropriate learning objectives aligned with the English National Curriculum (ENC) standards in English.
- The school analyzes assessment data to monitor the progress of various student groups in English, including boys, girls, Emirati students, students with additional learning needs (ALN), students of determination, high-attainers, low-attainers, and gifted and talented (G&T) individuals. Gender-based analysis shows that both boys and girls make Outstanding progress in Phase 1, reflecting strong early language acquisition. In Phase 2, girls make better gains than boys, with Good progress compared to Acceptable progress. In Phase 3, girls continue to outperform boys, making Very Good progress, while boys make Good progress. This pattern reverses in Phase 4, where boys make Outstanding progress, and girls drop to Acceptable, indicating inconsistent gender outcomes across phases. Emirati students, identified from Phase 2 onward, make Acceptable progress across all phases, reflecting expected gains but limited acceleration over time. Students with additional learning needs, including students of determination, show a mixed pattern; Outstanding progress in Phases 1 and 4, but Acceptable in Phase 2 and Weak in Phase 3, indicating that support is more effective at the beginning and end of the schooling journey but less so in middle years. High-attaining and low-attaining students both make Outstanding progress across Phases 2 to 4, suggesting strong outcomes at both ends of the performance spectrum. Gifted and talented students, identified up to Phase 3, also demonstrate consistently Outstanding progress, with no data reported in Phase 4. In classroom settings, progress is strongest in Phases 1 and 4, particularly for boys, G&T, and SEND students. Girls and Emirati students show the most variation, while students of determination show the least gain in Phase 3, requiring further attention to support continuity of progress across all stages.

Next Steps:

1. Provide more targeted guidance in Phase 2 to deepen inference and evaluative reading, particularly for higher attainers.
2. Increase opportunities for extended writing and redrafting across all phases to enhance written expression and cohesion.
3. Expand structured opportunities for students to present and articulate their ideas clearly and confidently across all phases.

Mathematics

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

Number and quantity and their use

Space and shape

Change relationship, algebra and trigonometry

Uncertainty, chance, data and data display

Mathematical thinking: formulating, employing and interpreting

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

Findings:

- The school’s analysis of internal assessment attainment data for AY2023/24 against the Early Years Foundation Framework (EYFS) in Phase 1 indicates that the large majority of students attain levels above the curriculum standards. Similarly, internal assessment data for the same academic year, measured against the English National Curriculum (ENC) in mathematics, shows that most students in Phases 2, 3, and 4 attain levels above the curriculum standards.
- There are no external national or international assessments for Mathematics in Phase 1. The school administers GL Progress Tests (GL-PT) in Mathematics from Years 4 to 10 to benchmark students’ attainment against international standards. Results from AY2023/24 indicate that attainment is Good in Phase 2 and Very Good in Phase 3. To further validate student outcomes, the school benchmarks attainment through external qualifications. GCSE results for Year 11 in AY2023/24 indicate Outstanding attainment for students who opted for the exams, indicating levels where most students are performing significantly above curriculum expectations. A Level Mathematics results for Year 13 in the same academic year also indicate Outstanding attainment. The school participates in international benchmarking initiatives, including TIMSS and PISA. In TIMSS 2023, Year 5 students scored 600, exceeding the school’s target of 584 and the International Benchmark of 503. Year 9 students scored 588, which did not meet the school’s target of 618, but still placed them above the International Benchmark of 478. In PISA 2022, students achieved a score of 574 in mathematical literacy, exceeding the school’s target of 520 and significantly outperforming the international average of 472, placing them within the High Proficiency Band.
- In lessons and their recent work, the large majority of students in Phase 1 and most students in Phases 2 to 4 demonstrate levels of mathematical knowledge, skills, and understanding that are above the English National Curriculum standards. Phase 1 students are building a strong foundation in number sense, while Phase 2 students can apply mental math skills to solve problems. More opportunities to reinforce learning in real-world contexts will further enhance attainment. Students in Phases 3 and 4 can apply skills to solve complex problems, including geometry and calculus problems.
- Over the past three years, the school’s internal assessment data indicates that attainment in Mathematics has been consistently Outstanding across Phases 2, 3, and 4, reflecting sustained high performance and achievement well above curriculum expectations. In Phase 1, internal assessment data for AY2023/24 also indicates Outstanding attainment, demonstrating levels above curriculum expectations. In contrast, trends

in standardized GL assessments show a steady but moderate improvement over time. In Phase 2, attainment improved from Weak in AY2021/22 to Good in both AY2022/23 and AY2023/24, indicating a positive upward trend, though still in line with international benchmarks. In Phase 3, students consistently achieved Very Good levels across all three years, suggesting strong and stable performance when benchmarked against international standards. GCSE Mathematics results over the past three academic years indicate consistently Outstanding attainment, with the large majority of students performing well above curriculum standards. Similarly, A Level results in Mathematics have remained Outstanding across all three years, reflecting sustained high performance at post-16 level.

- The school's analysis of internal assessment progress data for AY2023/24 indicates that most students in Phase 1, the majority in Phase 2 and the large majority in Phase 3 make better than expected progress, while in Phase 4 only a majority of students make the expected progress over time from their starting points at the beginning of the academic year and against the curriculum standards. Progress scores in GL PTM standardized assessments suggest that the majority of students in Phase 2 make better than expected progress, while only a majority in Phase 3 make the expected progress as measured against the international benchmark.
- In lessons and their recent work, the large majority of students in Phase 1 and most students in Phases 2, 3 and 4 make better than expected progress in relation to appropriate learning objectives aligned with the English National Curriculum (ENC) standards in mathematics.
- The school analyzes assessment data to monitor the progress of various student groups in Mathematics, including boys, girls, Emirati students, students with additional learning needs (ALN), students of determination, high-attainers, low-attainers, and gifted and talented (G&T) individuals. Gender-based analysis shows that both boys and girls make Outstanding progress in Phase 1, establishing a strong mathematical foundation. In Phase 2, boys outperform girls, making Good progress compared to Acceptable progress. In Phase 3, both groups make Very Good progress, demonstrating better-than-expected gains. However, in Phase 4, progress drops significantly for both boys and girls, who make Weak progress, indicating a need for greater challenge and support at the upper level. Emirati students make Outstanding progress in Phase 1, but their progress declines to Acceptable in Phase 2, and Weak in Phases 3 and 4, showing limited improvement over time. Students with additional learning needs, including students of determination, follow a similar pattern: Outstanding progress in Phase 1, Acceptable in Phase 2, and Weak in both Phases 3 and 4, highlighting levels where students make the expected progress in the higher phases. High-attaining and low-attaining students make Outstanding progress in Phases 2 and 3, indicating strong support and differentiation. However, in Phase 4, low-attaining students make Very Weak progress, and high-attaining students drop to Weak, showing significant regression and limited gains in the upper phase. In contrast, gifted and talented students consistently make Outstanding progress across all phases, demonstrating exceptional growth across all phases. In classroom settings, the strongest progress is observed in Phases 1 to 3, particularly among G&T and high-attaining students, where they make the progress, they are capable of.

Next Steps:

1. Continue to increase the challenge for higher-attaining students in Phases 2 and 3 using differentiated tasks and relevant technologies.
2. Strengthen support for Emirati and low-attaining students in Phase 3 with appropriate activities and tasks to meet their specific needs.
3. Embed real-world problem-solving tasks more consistently across Phases 1 and 2 to reinforce mathematical understanding and extend reasoning skills.

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



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

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

Findings:

- The school’s analysis of internal assessment attainment data for the AY2023/24 against the Early Years Foundation Framework (EYFS) in Phase 1 indicates that the large majority of students attain levels above the curriculum standards. Similarly, internal assessment data for the same academic year, measured against the English National Curriculum (ENC) in science, shows that most students in Phases 2 and 3 general sciences attain above the curriculum standards. In Phases 3 and 4 most students attain above curriculum standards in all specialist science subjects, except chemistry where only a large majority attain above curriculum standards in Phase 4.
- There are no external national or international assessments for science in Phase 1. The school administers GL Progress Tests in Science (PTS) in Years 4 to 10 to benchmark students’ attainment against international standards. Results from AY2023/24 indicate that attainment in science is Very Good in Phase 2 and Outstanding in Phase 3, reflecting levels above international expectations. The school further benchmarks student performance through external qualifications. GCSE and A Level results in physics, biology, and chemistry for AY2023/24 indicate Outstanding attainment among students who opted for these examinations, with most students achieving above curriculum standards. As part of international benchmarking, the school participated in PISA 2022, achieving a science score of 569, significantly exceeding both the school’s target of 520 and the international average of 485. This placed students in the High Proficiency Band. The school is currently preparing for participation in PISA 2025. In TIMSS 2023, the school participated in both Year 5 and Year 9 assessments. Year 5 students achieved a score of 594, exceeding the school’s target of 569 and the international benchmark of 494. Year 9 students scored 574, which was below the school’s target of 625 but above the international benchmark of 478.
- In lessons and in their recent work, the large majority of students in Phase 1 and most students in Phases 2 to 4 demonstrate levels of scientific knowledge, skills, and understanding that are above the English National Curriculum standards. In Phase 1, students show curiosity about the natural world and engage in hands-on tasks to explore basic scientific ideas. In Phase 2, students apply key concepts accurately and participate actively in practical work, though opportunities to design and lead investigations are limited. In Phases 3 and 4, most students attain levels above curriculum standards. They apply scientific knowledge across biology, chemistry, and physics, and explain outcomes using appropriate terminology. However, skills in recording

data, evaluating evidence, and presenting findings graphically are inconsistently developed across phases.

- Over the past three years, the school's internal assessment data indicate that attainment in science has been consistently Outstanding in Phases 2 and 3, reflecting sustained high performance and outcomes well above curriculum expectations. In Phase 1, attainment in AY2023/24 also indicates Outstanding attainment, demonstrating a strong foundational understanding of scientific concepts. Subject-level analysis in Phase 3 shows that physics, chemistry, and biology have maintained Outstanding attainment across all three academic years, with students consistently performing at levels well above expectations. In Phase 4, attainment in physics and biology has remained Outstanding, while chemistry has shown a fluctuating trend, rising from Very Good in AY2021/22 to Outstanding in AY2022/23, before regressing again to Very Good in AY2023/24, indicating slight variation within a high-performance range. Trends in standardized GL assessments show steady and marked improvement over time. In Phase 2, attainment improved significantly from Weak in both AY2021/22 and AY2022/23 to Very Good in AY2023/24, reflecting strong progress. In Phase 3, trends fluctuated slightly but remained consistently above international expectations, with students achieving Outstanding attainment in both AY2021/22 and AY2023/24, and a minor dip to Very Good in AY2022/23, demonstrating sustained and reliable performance when benchmarked internationally.
- The school's analysis of internal assessment progress data for the AY2023/24 indicates that most students in Phase 1 and the majority in Phase 2 make better than expected progress, while only a majority in Phase 3 general science make the expected progress in relation to individual starting points and the curriculum standards. In Phase 3 specialist subjects, the large majority of students make better than expected progress across all three subjects. However, in Phase 4, most students in physics and biology, and only a majority in chemistry, make the expected progress in relation to individual starting points and the curriculum standards. Progress scores in GL PTS standardized assessments suggest that the majority of students in Phases 2 and 3 make better than expected progress as measured against the international benchmark.
- In lessons and in their recent work, the large majority of students in Phase 1 and most students in Phases 2, 3 and 4 make better than expected progress in relation to appropriate learning objectives aligned with the English National Curriculum (ENC) standards in science.
- The school analyzes assessment data to monitor the progress of various student groups in Science, including boys, girls, Emirati students, students with additional learning needs (ALN), students of determination, high-attainers, low-attainers, and gifted and talented (G&T) individuals. Gender-based analysis shows that both boys and girls make Outstanding progress in Phase 1, reflecting strong early engagement in science. In Phase 2, girls outperform boys, making Very Good progress compared to Good. In Phase 3, however, both groups show Weak progress, indicating reduced gains from their starting points. Subject-specific data show that in Phase 3, both boys and girls make Very Good progress in physics, chemistry, and biology. In Phase 4, boys make Acceptable progress in physics and biology, and Weak progress in chemistry, while girls make Good progress in physics and biology, but also Weak progress in chemistry, suggesting performance varies by subject and gender in the upper phase. Emirati students make Acceptable progress in Phase 2, followed by Weak progress in Phase 3, consistent with their outcomes in individual science subjects. In Phase 4, their progress remains Weak in physics and chemistry, and Good in Biology. Students with additional learning needs, including students of determination, make Outstanding progress in Phase 1, and Acceptable progress in Phase 2, showing a mixed picture in Phase 3, Very Good in general science, but Weak in chemistry and biology. In Phase 4, they make Acceptable progress across all science subjects, showing steady but modest gains. Low-attainers make Outstanding progress in Phase 3, and Acceptable progress in physics and chemistry, while making Good progress in biology, in Phase 4, indicating strong support and effective intervention. High-attainers make Outstanding progress in Phase 2 but show Weak progress in general science in Phase 3, despite making Outstanding progress in physics, chemistry, and biology. In Phase 4, progress again varies, Outstanding in physics and biology, but Weak in chemistry, suggesting inconsistency in challenge. Gifted and talented students consistently make Outstanding progress across all phases and science disciplines, demonstrating exceptional growth and mastery.

Next Steps:

1. Embed more student-led experimental design tasks to develop hypothesis generation and planning, particularly in Phase 2.

2. Strengthen students' ability to choose appropriate methods for recording and visually presenting data, across all phases.
3. Encourage greater use of evaluation criteria in student reflections to improve the quality of scientific reasoning and justification, across all phases.

Learning Skills

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

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

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

Findings:

- Across Phases 1, 2, and 3, students are keen to learn and show enthusiasm for classroom activities, engaging meaningfully throughout lessons. They demonstrate a growing sense of ownership over their learning, particularly in familiar and structured contexts. In Phase 4, students consistently display a high level of enthusiasm and take responsibility for their learning, often setting personal goals and sustaining focus without teacher prompting. In most subjects and phases, students are able to identify their strengths and areas for development, and many act purposefully to improve. However, this is less consistent in the lower phases, where some students require additional support to accurately reflect on their learning and take targeted steps toward improvement. Nonetheless, the positive attitudes and growing independence observed across phases reflect the school's strong culture of learning and high expectations.
- Collaboration among students is a key feature of the learning environment. Across the school, students work seamlessly in pairs or groups, supporting each other to progress with tasks and deepen their understanding. They demonstrate well-developed communication skills, confidently discussing and articulating their ideas, often making meaningful connections to real-world contexts.
- Students regularly make meaningful connections between their learning and real-world situations, which helps them to apply knowledge across different subjects and situations. Older students consistently create meaningful connections between their learning and other learning areas, such as science and mathematics.
- Students across the school are increasingly using digital tools to support their learning, researching, exploring ideas, and presenting their findings. While many demonstrate growing confidence and creativity in using technology, its integration into lessons is not always meaningful. The development of critical thinking, problem-solving, and innovation skills remains inconsistent. These skills are more consistently evident in the secondary phase, where a strong culture of independent inquiry is well established.

Next Steps:

1. Strengthen students' ability to reflect on their learning and identify specific steps for improvement, particularly in the lower phases.
2. Increase consistency in the development of critical thinking, problem-solving, and innovation skills across all phases.
3. Ensure more meaningful integration of digital tools into learning across subjects to enhance inquiry and knowledge application.

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

Personal Development

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

Findings:

- Across all phases, students exhibit strong enthusiasm for attending school and maintain consistently positive attitudes toward learning. They feel safe, supported, and valued by their teachers, believing their voices are heard and respected within the school community. In Phase 1, students display very positive learning attitudes, nurtured by an inclusive and respectful environment that supports their personal, emotional, and social development. As students progress through the phases, they build confidence, take on more leadership responsibilities, and actively contribute ideas, often leading various school initiatives and activities. Opportunities such as participation in the student council and event planning empower them to take initiative and develop leadership skills. Students respond very well to constructive feedback from both teachers and peers, which aids their improvement.
- Students across all phases actively engage in initiatives that promote personal and social development. They are fully aware of the school’s Code of Conduct, fostering a respectful and inclusive environment. They work together to resolve differences. As students progress through the phases, they increasingly demonstrate responsible behavior and frequent self-discipline. Almost all students understand the school’s behavior expectations and the consequences of rule violations, leading to minimal incidents of bullying or misbehavior, which is supported by the school data, where only 6 bullying cases were registered in the incidents log.
- Relationships among students, teachers, and the wider school community are characterized by respect, kindness, and mutual support, creating a strong sense of belonging where students often describe staff as family. Students are friendly and considerate, consistently helping peers and warmly welcoming new members. Empathy and support for others, especially students of determination, are evident in most lessons, reflecting an inclusive environment that promotes acceptance and harmony. Student-led initiatives, such as planning Mental Health Awareness Week, demonstrate a strong sense of community and connection across phases. Daily empathy and inclusivity are demonstrated in events like Zayed Humanitarian Day and Dyslexia Awareness Day, further strengthening the school’s culture of kindness and support.
- Students across all phases actively participate in physical activities, demonstrate a secure understanding of safe and healthy living, and make informed dietary choices. They are supported by a curriculum that promotes emotional well-being and self-regulation. Initiatives such as Healthy Eating Week, Mental Health Awareness Day, and National Sports Day, along with after-school clubs like swimming, volleyball, and football, further reinforce these healthy habits. Approximately 1,300 students engage in sports activities outside the school. Older students often lead initiatives to promote healthy eating habits and students’ well-being among their younger peers.
- The school’s overall attendance rate for the current academic year stands at 97%, which reflects a Very Good level of attendance. In Phase 4, the attendance rate is 94%, representing the lowest across the school but still within the Good range. Students are generally punctual for lessons and at the start of the school day.

Next Steps:

1. Strengthen student leadership opportunities across all phases to build initiative, responsibility, and voice in school-wide decision-making.
2. Improve punctuality in Phase 4 to ensure consistency with the school's high attendance standards.
3. Expand health and well-being initiatives to further promote emotional resilience, healthy habits, and peer-to-peer mentoring.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Students demonstrate a clear appreciation and understanding of how Islamic values influence contemporary UAE society. Kindness, as a core school value, reflects Islamic principles and is evident in daily life. They take part in meaningful initiatives such as Non-Uniform Days, which promote the value of Zakat through charitable giving. Students also raise money and engage in charity work with the Red Crescent, as well as collect and distribute essential items to school workers. Students perform prayers in designated prayer rooms for both boys and girls. Their understanding is further enriched through Qur'an recitation, Islamic CCAs, and the celebration of Islamic occasions. Additionally, the integration of Islamic and cultural learning within the Year 9 Diploma further supports sustained appreciation beyond the classroom. However, expanding student-led initiatives would further deepen their understanding of how Islamic values influence contemporary UAE society.
- Students show strong respect and understanding of the UAE's heritage and culture, actively engaging in a wide range of relevant activities. The integration of UAE heritage across the curriculum and through Moral Education reinforces this respect. Their awareness and appreciation are clearly demonstrated through celebrations of national events such as Flag Day, Martyr's Day, and National Day. Initiatives led by National Identity ambassadors strengthen students' awareness of UAE heritage and culture. Enrichment activities and cultural visits also enhance students' appreciation of the values and traditions that shape life in the UAE today. However, students could benefit from expanding opportunities to integrate Emirati heritage and values into their daily learning experiences.
- Students demonstrate a deep understanding and appreciation of both their own and other world cultures through daily interactions within a diverse school community representing 71 nationalities. Structured events such as Global Awareness Day, World Languages Day, and World Book Day provide meaningful opportunities to celebrate cultural traditions and promote global understanding. Their awareness is further developed through curriculum topics that explore and celebrate cultural diversity, encouraging respectful and meaningful engagement with local and global communities. Co-curricular activities, assemblies, trips, and visits offer students exposure to a broad range of cultural perspectives. Additionally, extensive international trips enable students to experience other cultures firsthand. However, students would further benefit from more consistent and meaningful engagement in activities and initiatives that deepen their understanding of diverse cultures around the world.

Next Steps:

1. Increase student-led initiatives to further deepen their understanding of how Islamic values influence contemporary UAE society across all phases.
2. Continue to expand opportunities to integrate Emirati heritage and values into daily learning experiences across all subjects.
3. Extend students' participation in activities to strengthen their knowledge of other cultures around the world across all phases.

Social responsibility and innovation skills

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

Findings:

- Students willingly participate in a wide range of activities that benefit both the school and wider communities. They engage in charity work, including fundraising and supporting organizations such as the Red Crescent, and take part in environmental efforts like beach clean-ups. Students also take roles in school community arrangements during celebrations and assemblies, helping to build a strong sense of belonging. Events such as Global Awareness Day and Mental Health Awareness Day strengthen the community spirit. Service-learning days, including My Day to Thank You, led by students, enable them to show care and consideration for others. Opportunities like the International Award and global trips such as the Kenya conservation visit further support students' development of social responsibility and their understanding of the world around them. However, further regular volunteering opportunities could further deepen students' engagement with local community needs.
- Students demonstrate an excellent work ethic, showing high levels of resourcefulness, creativity, and initiative. From early enterprise activities like role-play and financial literacy projects to more advanced STEAM and design thinking programs, they consistently develop innovative skills. Leadership opportunities within diploma programs encourage students to manage their own projects and make reasoned decisions. Entrepreneurial actions, including fundraising initiatives and award-winning inventions, highlight their ability to create meaningful social benefits. Practical experiences such as work shadowing further prepare students for real-world challenges and career readiness. However, more consistent opportunities for impactful entrepreneurial action would strengthen their overall contribution.
- Students show a strong sense of environmental awareness and actively contribute to successfully improving their school environment. Sustainability themes are well integrated into the curriculum, with cross-curricular projects and early learning topics focused on nature and conservation. Students plant trees on the school grounds, reinforcing their commitment to environmental care. Student-led initiatives, such as recycled art and Earth Day poster competitions, promote environmental responsibility from a young age. Structured activities like Recycling Week and the installation of recycling bins support consistent eco-friendly practices. Personal projects aligned with the UN Sustainable Development Goals, particularly within the Year 9 Diploma program, highlight students' growing commitment to global sustainability efforts. However, expanding participation in environmental initiatives within the school and beyond could further deepen students' practical contributions.

Next Steps:

1. Expand regular volunteering opportunities to further deepen students' engagement with local community needs across all phases.
2. Continue fostering students' innovative skills and ensure consistent opportunities for impactful entrepreneurial action across all phases.
3. Continue expanding student participation in environmental initiatives both within the school and the wider community across all phases.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Across all phases, teachers demonstrate secure subject knowledge, with many effectively applying their knowledge, showing a deep understanding of both content and pedagogy. In Phases 1 to 3, teachers explain new concepts clearly, using relevant examples and accessible vocabulary to support comprehension. In Phase 4, teaching is consistently innovative and intellectually challenging, enabling students to think critically, apply learning in unfamiliar contexts, and achieve high outcomes. Across the school, students benefit from accurate modelling and structured scaffolding, with a clear focus on progression and skill development.
- Lesson planning is purposeful and well-aligned with curriculum standards and provides a motivating environment. In the lower phases, plans include engaging, multisensory tasks that promote curiosity, exploration, and active participation. In the upper phases, planning is imaginative, well-structured, and responsive to students' needs, ensuring continuity and progression. Most lessons are paced effectively, and learning time is maximized. While resources are generally used well, the consistent use of subject-specific materials and digital tools to enhance teaching and learning remains underdeveloped in some areas.
- Teacher-student interactions are warm, respectful, and promote a positive climate for learning. In most lessons, students are keen to learn and remain on task. In Phases 1 to 3, teachers use scaffolded questioning to involve students, although not all learners are consistently challenged to think deeply. In Phase 4, teachers ensure students are focused learners, routinely use open-ended and higher-order questions to extend thinking, promote reflection, and stimulate independent reasoning. In a few Arabic-medium subjects, extended teacher talk still limits student interaction, discussion, and active engagement.
- Teachers plan effectively for differentiation and use highly effective strategies to support students of determination and EAL learners are usually embedded. In lower phases, visual prompts and targeted groupings support access. In upper phases, there is evidence of challenge for higher-attaining students. In Arabic Medium Subjects, expectations for all groups of learners are not consistently high. However, adaptive teaching is not yet consistently embedded, particularly in how teachers respond to students' needs during lessons.
- Teaching promotes enquiry, innovation, and purposefully develops students' thinking and independent learning effectively across the school. In most lessons, teachers design tasks that encourage students to think for themselves, engage in reasoning and analysis, and apply their understanding to new and unfamiliar contexts. Teaching in Phases 1 to 3 increasingly incorporates opportunities for students to make choices, justify ideas, and reflect on their thinking. In Phase 4, teaching promotes independence, skillfully develops students' critical thinking, and resilience by enabling students to take initiative, explore ideas with confidence, and engage in extended enquiry tasks. Across subjects, lessons include some elements that support innovation and enterprise, but these features are not yet consistent or embedded. While opportunities for independent research are planned in the upper phases, such approaches are less evident in earlier phases or Arabic-medium subjects. Overall, teaching is effective in fostering a culture of independent thinking, though the consistency of its application varies between phases and subjects.

Next Steps:

1. Increase consistency in the use of subject-specific resources and digital tools to enhance lesson delivery and deepen learning across all subjects and phases.
2. Raise expectations and ensure more effective adaptive teaching practices in Arabic-medium subjects to meet the needs of all learner groups.
3. Expand opportunities for inquiry-based learning, innovation, and independent research, particularly in the lower phases and non-core subjects.

Assessment

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

Findings:

- Internal assessment processes are coherent and consistent across all phases, and they are fully embedded in Phases 3 and 4. They are well aligned with curriculum standards and provide valid, reliable, and comprehensive measures of students' academic, personal, and social development. In the upper phases, assessments are systematically structured to support progression and provide meaningful diagnostic information. Termly summative assessments are centrally analyzed and used to track trends and monitor student growth over time. Personalized formative assessments are increasingly embedded in early phases to support next-step planning. The school ensures moderation and standardization to maintain consistency in teacher judgments, although this is more securely implemented in upper phases than lower ones.
- The school benchmarks students' academic outcomes rigorously and systematically against a wide range of external, national, and international standards. Assessments such as GL, CAT4, PISA, and TIMSS are used effectively across all phases to validate internal judgments, monitor trends, and inform planning. In Phases 3 and 4, results are dissected by skill strand and student group, with clear performance targets linked to school improvement priorities. Outcomes from these assessments are carefully compared with national averages and international benchmarks, enabling leaders to measure how well students are performing in relation to global standards. These comparisons inform both curriculum adjustments and performance expectations. In Phases 1 and 2, the use of external benchmarking is established and increasingly supports curriculum review and improvement planning, though its impact is still evolving in some subjects.
- Assessment data is analyzed well in Phases 1 and 2, with highly effective monitoring in Phases 3 and 4. The school tracks student progress over time using reliable baseline measures and formative checkpoints. Data analysis is accurate, comprehensive, and regularly reviewed at department, phase, and leadership levels. In Phases 3 and 4, analysis includes progress across attainment bands, gender, nationality, and group-specific indicators, ensuring that students of determination, EAL learners, and higher-attainers are monitored closely. In Phases 1 and 2, systems such as iTrack support data-driven decisions, although analytical depth and follow-through are still developing in a few subjects.
- Assessment information is used very effectively to inform teaching and curriculum planning, and to enhance student progress, especially in the upper phases. In Phases 3 and 4, teachers and leaders use data to adapt instruction, personalize support, and modify learning pathways. Curriculum adaptations are informed by performance trends and subject-specific assessment analysis. In Phases 1 and 2, assessment information is increasingly used to influence planning; however, in-lesson adaptation remains inconsistent across some subjects. In Arabic-medium subjects, the use of assessment information to adjust teaching strategies and meet the needs of all groups is still developing. Whole-school data reviews inform intervention planning and target setting, though real-time use of data during lessons is stronger in upper phases.
- Teachers across all phases demonstrate secure knowledge of their students' attainment and learning needs. In the lower phases, teachers use visual feedback systems and group-level strategies to guide students. In the upper phases, teachers use formative assessment and performance data to tailor instruction and offer personalized challenge and support. Written feedback is constructive, although consistency varies between subjects. Systems such as DIRT time, WWW/EBI, and purple-pen reflection are embedded but not always used with equal effectiveness. Peer- and self-assessment opportunities are limited in some lessons, especially in the lower phases, restricting the development of metacognitive skills and student agency in learning.

Next Steps:

1. Enhance the consistency and impact of internal assessment practices in the lower phases to ensure reliable evaluation of student progress across all subjects.
2. Improve the real-time use of assessment data in lessons, particularly in Arabic-medium subjects, to personalize instruction and address emerging learning needs.
3. Expand the use of peer and self-assessment strategies across all phases to enhance student reflection, metacognitive skills, and ownership of learning.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school curriculum has a very clear rationale aligned with the Early Years Foundation Stage (EYFS) in Phase 1, the National Curriculum for England (NCfE) in Phases 2, 3 and 4, and the Ministry of Education (MoE) Curriculum for Arabic medium subjects. The three curricula are well articulated to provide a program of study that is compliant with the requirements of awarding authorities and national statutory obligations. The school's curriculum provides a balanced approach to knowledge, skills, and understanding and supports students' wider personal and social development. It aligns with the Abu Dhabi and UAE visions, with a clear rationale for providing a relevant education promoting innovation, challenge, cultural awareness, and tolerance.
- The curriculum is very well planned to ensure progression in all subjects and to meet the needs of all students. The curriculum is progressive, preparing students for the International General Certificate of Secondary Education (IGCSE) in Phase 3, culminating with A-levels in Phase 4 (Post-16). The school follows the MOE curriculum for Arabic first and second language, Islamic education, and social studies, so progression of skills and knowledge is embedded. In Phase 1, the EYFS curriculum is focused on active learning in a safe and stimulating environment, while the focus of the curriculum in Phase 2 is to support independence, metacognition and enquiry. In Phase 3, the focus is on meeting the standards to be successful in IGCSE examinations and ensuring progression and readiness for transition to Phase 4 and beyond. At all stages, learning is scaffolded, taking into account students' prior knowledge, identifying gaps, and providing appropriate interventions. A holistic approach is taken with a clear focus on students' personal and social development and well-being.
- The school offers a wide range of curricular choices for older students, with multiple pathways available to meet their interests and career aspirations. The rigor of the IGCSE program prepares students well for entrance into A-level qualifications or recently introduced BTEC (Business and Technology Education Council) work-related qualifications. Courses for students in Years 9 and 12, besides core subject requirements, range from art and design, music, drama, physical education, design technology and computing to psychology, politics, history, geography, and languages. Students are actively encouraged to develop their talents beyond the core subjects, including all Year 9 students participating in the Brighton Diploma, undertaking a personal project and providing a service to the school and wider community.
- Cross-curricular links are meaningful and intentionally planned. In Arabic-medium lessons, subject concepts are effectively integrated, while topic-based learning in English-medium subjects enhances students' ability to transfer knowledge across subjects, particularly in science, technology and mathematics. In Phase 3, years 9 and 10, project-based work on the global sustainability goals significantly enhances students' transfer of learning between subjects.
- The school conducts regular, rigorous, and evidence-based reviews of its curriculum to ensure alignment with students' academic performance, interests, career aspirations, and the UAE's national and strategic priorities. Curriculum review is ongoing, involving leaders at all levels, including subject coordinators and phase heads, with input from internal and external assessment data such as GL-PT, CAT4, examination results, and international benchmarks like PISA, TIMSS, and PIRLS. These reviews lead to clear and

measurable actions that inform curriculum planning and development. The curriculum for English-medium subjects is continuously refined to ensure coherence, progression, and coverage across all subjects. It effectively meets students' academic, personal, and social development needs. The review process ensures vertical and horizontal alignment and supports students' readiness for external examinations and future pathways. It also reflects feedback from students, teachers, and parents to improve relevance and challenge. Curriculum review is clearly linked to national priorities, including moral education, innovation, sustainability, and Emirati culture, and adjustments are made accordingly to embed these themes meaningfully across phases. Action plans resulting from curriculum review are implemented and monitored for impact. While the process is robust overall, curriculum development in Arabic-medium subjects requires further attention to ensure academic challenge and progression are consistently aligned with students' developmental needs and linguistic proficiency.

Next Steps:

1. Continue to expand opportunities for curriculum-linked innovation and challenge in the upper years of Phase 2 and lower years of Phase 3.
2. Strengthen curriculum development in Arabic-medium subjects to ensure consistent academic challenge, progression, and alignment with students' linguistic and developmental needs.
3. Expand opportunities for cross-curricular integration and project-based learning across all phases to deepen conceptual understanding and knowledge transfer.

Curriculum adaptation

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

Findings:

- The school successfully adapts the curriculum to meet the needs of all student groups in most subjects. The inclusion team, which includes Arabic and English language specialists, works closely with teachers to create effective Individual Education Plans (IEPs). Lessons and curriculum plans have clear targets for support and are tailored for high achievers, students needing extra help, and those with learning needs. Gifted and talented students join a wide range of after-school clubs that help develop their skills.
- The curriculum is rich and engaging, offering many opportunities for students to be creative, innovative, and involved in the school and wider community. Cross-curricular project work is interwoven into the curriculum but is less prominent in the Phase 2 upper years and Phase 3 lower years. There are 180 extracurricular activities, covering sports, the arts, academics, culture, and leadership. These activities match students' interests and talents and are connected to the curriculum. The school also offers an extensive range of educational trips, both local and international, and music and drama performances. Students can join various clubs and societies, such as Little Explorers, Science Documentary Club, Forensic Psychology, Biology Debates, Bioethics, Model United Nations, Women in Literature, and Sci-Fi Club. Innovation is encouraged through groups such as the Robotics Club, Girl Coders, and Scientific Writing.
- The curriculum includes meaningful learning experiences that reflect Emirati culture and UAE society in all subjects and year levels. Cultural visits, UAE-focused lessons, and literature help deepen students' understanding of national heritage. Events like National Day, Flag Day, and College Iftar, along with student UAE Ambassadors, promote Emirati identity and citizenship. The school also supports national programs such as the Year of Sustainability and Sheikh Zayed Humanitarian Day.

Next Steps:

1. Continue to refine the curriculum for SEND and gifted and talented students to ensure it meets diverse learning needs.
2. Increase the prominence of cross-curricular project work in the upper years of Phase 2 and lower years of Phase 3 to strengthen creativity, innovation, and knowledge integration.
3. Expand opportunities that deepen students' engagement with Emirati culture and heritage across all phases and subjects.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has comprehensive and effective safeguarding and health and safety policies that are fully aligned with ADEK regulations. These include child protection, anti-bullying, medication policies, and a staff code of conduct, all of which are reviewed regularly and clearly communicated to stakeholders through the school website, newsletters, emails, and induction sessions. Designated Safeguarding Leads (DSLs) oversee policy implementation, with all staff including support staff, cleaners, and bus drivers, receiving regular safeguarding training. Training is inclusive, provided in first languages such as Arabic, Hindi, and Tagalog where necessary, and meticulously recorded by HR. Safer recruitment practices are consistently applied at all levels, and a comprehensive Single Central Register is maintained. All staff and visitors are required to wear lanyards for identification, with visitor lanyards issued on arrival. The school promotes a safe and inclusive culture through awareness sessions, PSHE lessons, and themed events such as Anti-Bullying Week and Pink Shirt Day. Emotional literacy is embedded through initiatives like Zones of Regulation check-ins and students are aware of pastoral staff they can approach with concerns. Additionally, the school has clear student/parent agreements on Bring Your Own Device (BYOD) to promote responsible use of ICT, supported by online safety awareness sessions for parents.
- The school provides a very safe and secure environment for all students and staff, supported by comprehensive safety protocols and effective supervision systems. Controlled access is maintained through access control panels, security personnel, locked gates during school hours, and a visitor registration system that includes the issuance of lanyards. CCTV cameras are installed across the campus, including in classrooms and on school buses, contributing to a high level of visibility and monitoring. Student supervision is highly effective throughout the school day. A dedicated team of supervisors ensures continuous monitoring during lessons, break times, lunchtimes, and transitions. Senior Leadership Team (SLT) members assist with traffic and student movement at arrival and dismissal using a well-coordinated “lollipop system” to enhance safety. In the Foundation Stage (FS), additional precautions, such as rubber padding on most edges, further reduce the risk of injury. The learning and working environment is additionally protected by well-structured health and safety procedures. A designated Health and Safety (H&S) Officer oversees monthly Occupational Safety and Health (OSH) inspections, chairs regular OSH Committee meetings, manages incident reporting, and ensures ongoing training for staff. Fire safety measures are robust, including scheduled fire drills, regular fire extinguisher checks, and clearly displayed evacuation flowcharts. Feedback from post-drill staff surveys is analyzed to continuously improve emergency response procedures. Student health and medical needs are well supported by three full-time nurses and a school doctor. Medical information is shared confidentially with relevant staff on a need-to-know basis to ensure safe and appropriate care. All staff receive annual First Aid training, with Physical Education (PE) staff completing specialized National Aquatic Rescue and Safety Training Certificate (NARASTC) courses. First aid kits and Automated External Defibrillators (AEDs) are strategically located across the school. Risk management is an integral part of school operations. Comprehensive risk assessments are routinely conducted for all onsite

and offsite activities, including individualized plans for students with additional learning needs. Where required, consultations with parents are held to support specific safety requirements. Risk assessments are standard for school trips, hosted events, and sporting fixtures, ensuring that all potential safety concerns are anticipated and addressed.

- The school ensures a safe, supportive, and inclusive learning environment through well-maintained premises and legally approved health and safety contracts. These contracts cover essential services such as lift maintenance, laboratory chemical handling, medical waste disposal, and clinic operations. A dedicated maintenance team works alongside a specialist cleaning company to maintain high standards across the campus. CCTV cameras are installed throughout the school, with daily functionality checks and monthly reports submitted to the Maintenance and Compliance Committee (MCC). Medical and health services are robust, with certified nurses managing vaccinations, health checks, and day-to-day student care. Medicines and hazardous materials are securely stored in locked cabinets, and medical waste is appropriately disposed of in line with regulations. Safety procedures and record-keeping are comprehensive. Fire drills, emergency evacuations, incidents, and medical concerns are carefully documented using secure electronic platforms such as iSAMS and CPOMS.
- The school's facilities are inclusive and accessible, supporting the diverse needs of all learners, including students with special educational needs. Ramps and elevators ensure full accessibility, and purpose-built spaces such as science and design technology labs, as well as sports and performance arts areas, promote active engagement across the curriculum. The EYFS environment is designed to support young learners, offering bright, spacious, and resource-rich classrooms. To further enhance active learning and better support students' physical and mental well-being, the school would benefit from more spacious indoor and outdoor areas.
- The school is very effective in promoting safe and healthy lifestyles through a clear approach that is embedded in its curriculum, environment, and daily routines. Students participate in a broad range of physical activities, including the inclusive "Sport for All" programme, conducted in shaded areas to ensure sun protection. Multiple playgrounds and well-supervised social spaces such as the Post-16 common room, dining halls, and shaded outdoor seating, encourage safe, active engagement throughout the day. Healthy eating is promoted through initiatives such as Healthy Eating Week, Fruit Friday, and collaborative efforts with the PE department. The school's Healthy Eating Policy is clearly communicated to staff and parents to ensure consistency in promoting nutritious choices. In addition, healthy food options are offered in the school canteen, which operates under strict hygienic standards. The clinic plays an adequate role in health awareness. It has conducted two health awareness sessions this year and is currently in the process of calculating students' BMI to monitor their health. Mental health and emotional well-being are prioritized through regular well-being lessons and the implementation of "zones of regulation" in the Pre-Prep and Prep schools, supporting students in managing their emotions effectively. Whole-school events such as Mental Health Awareness Day and Sports Day further emphasize the importance of both physical and mental health.

Next Steps:

1. Enhance the clinic's contribution to health education, while increasing its role in proactive awareness initiatives and preventive health programs.
2. Expand the availability of spacious indoor and outdoor areas to better support students' physical education development and mental well-being across all phases.
3. Strengthen the consistency and impact of student safety education, while embedding structured opportunities for student voice and peer-led safety initiatives.

Care and support

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

Findings:

- Relationships between staff and students are highly respectful and supportive, contributing significantly to students' personal development and well-being. Staff consistently model positive attitudes and interactions, fostering a culture of mutual respect, kindness, and inclusivity. Students feel safe, valued, and listened to, which reinforces their confidence and emotional security across all phases. Behavior is managed effectively through clear and consistently applied systems that are well understood by staff and students. The school promotes a culture of responsibility, with expectations that encourage self-discipline and accountability. Leaders and staff maintain high expectations for behavior, and systems are in place to monitor, record, and analyze incidents, including bullying. The school environment is calm, inclusive, and orderly, supporting a strong sense of community and ensuring that learning is not disrupted.
- The school has produced highly successful procedures to promote attendance and punctuality. Clear expectations are communicated to students and parents, and attendance is closely monitored through proactive systems. Early intervention strategies and collaborative partnerships with families ensure that attendance rates are consistently high and instances of lateness are rare and swiftly addressed.
- The school implements comprehensive and rigorous procedures to accurately and swiftly identify students with additional learning needs, including students of determination, and those who are gifted and talented (G&T). The school has identified 227 students with additional learning needs, and 185 G&T. Comprehensive and personalized Individual Education Plans (IEPs) are developed at the beginning of each academic year through a collaborative process involving parents, inclusion staff, and specialists. IEPs are regularly reviewed and updated to reflect students' progress and evolving needs.
- Support for students of determination is well coordinated and highly effective across most subjects and phases. The school demonstrates a strong commitment to inclusion, ensuring that students of determination are identified accurately and supported through individualized plans aligned to their specific learning profiles. Targeted and personalized interventions, including suitably challenging enrichment opportunities, are closely matched to students' individual needs and abilities, helping them to make progress in their learning and personal development. The school provides in-school services, and the Inclusion Support Team works closely with classroom teachers and specialists to implement Individual Education Plans (IEPs). The quality of support is strong in most lessons, particularly in English-medium subjects, where curriculum adaptations are thoughtfully planned and delivered. However, the level of support and curriculum modification is less consistent in Arabic-medium subjects, where interventions are not yet fully aligned to students' specific learning needs.
- The well-being and personal development of all students are a high priority of the school and are monitored very closely. This information is used to provide highly effective personal and academic guidance and support and career guidance for senior students. Students receive personalized academic and careers guidance. Leaders work closely with students to prepare them for their futures. From Year 8 onwards, teachers use international benchmarks to track and monitor students' potential career pathways.

Next Steps:

1. Improve the consistency and impact of curriculum adaptation and support strategies for students of determination in Arabic-medium subjects.

2. Expand student-led initiatives and opportunities that promote self-discipline, peer support, and community responsibility across all phases.
3. Strengthen the use of career guidance data and international benchmarks to personalize future pathways and academic planning from middle school onwards.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good

Findings:

- The senior leadership team has recently been strengthened by the appointment of an experienced Headteacher, who is setting a very clear strategic direction for the school based on academic achievement and an ethos of care and well-being for students. The college has a detailed vision and mission of ‘turning out well-educated, respectful, curious and confident students. There is a clear commitment to the UAE’s national priorities and the national agenda, which are embedded in the school’s work, with comprehensive plans to support students succeeding in international examinations, including TIMSS and PIRLS. College leaders ensure that the college maintains an inclusive admission policy and effectively supports students with additional learning needs.
- Senior leaders have a thorough knowledge and a strong understanding of curriculum design, pedagogy, and effective assessment practices. They are well-informed about best practice in teaching and learning and apply this knowledge to shape a coherent instructional vision that aligns with the school’s strategic priorities. Leaders model high expectations and demonstrate a clear commitment to raising academic standards, improving student outcomes, and promoting a culture of continuous professional growth. Recent initiatives, such as the introduction of metacognition strategies and the implementation of BTEC qualifications, reflect leaders’ focus on deepening learning, developing students’ critical thinking skills, and supporting a broader range of learner pathways. These initiatives are well-aligned to the school’s vision and are beginning to show positive impact on student engagement, personal development, and academic performance. Leaders provide clear direction and consistent support to staff in the implementation of curricular and instructional strategies. While teaching is not yet consistently outstanding across all subjects and phases, the leadership of teaching and learning is highly effective and continues to drive improvement.
- Relationships and communication with all stakeholders are consistently professional and effective. The leadership team demonstrates a strong capacity to drive improvement and foster a culture of shared responsibility and accountability. The recently appointed Headteacher has prioritized further strengthening these relationships and ensuring open communication with parents, staff, and students. This has led to a positive shift in parental perception and stronger engagement in school life. Leadership is effectively distributed across the school. Roles and responsibilities are clearly defined and delegated to phase leaders, subject coordinators, and middle leaders, who are empowered to contribute to whole-school development. Middle leaders have a secure understanding of their roles and responsibilities and are actively involved in monitoring and supporting teaching, curriculum implementation, and assessment practices within their teams. The school prioritizes cross-phase collaboration, particularly between Phases 1 and 2, ensuring coherence in curriculum planning and student transition. However, collaboration across subject areas in Phases 3 and 4 is less consistently embedded. Morale across the school is very positive, and leaders are visible, approachable, and responsive to staff feedback.
- Leaders at all levels clearly and accurately understand what they must do to improve the school. Leaders have identified key areas for improvement, including appropriate use of technology, assessment for

learning, and metacognition approaches to strengthen independent learning and reflection. Staff are adopting these areas and incorporating them into teaching. School leaders have been innovative in reviewing and modifying the curriculum to meet the needs of students, including the wide-ranging extra-curricular programs and the implementation of the Brighton Diploma in Year 9. Leaders demonstrate a strong capacity to improve the college.

- Leaders have been innovative and very successful in developing the school. Collective accountability ensures consistently high performance across key areas of provision. There is a clear and well-established system for monitoring the quality of teaching, learning, and student outcomes. Staff at all levels are held accountable through structured performance review processes that include formal and informal lesson observations, analysis of student assessment data, and individual development planning. These accountability systems have contributed to sustained improvements in areas such as the protection, care, and guidance of students, particularly for those with additional learning needs, including students of determination. Leaders respond proactively to internal data and inspection findings, ensuring that support strategies are reviewed and refined. While the school performs well overall, outcomes in Arabic-medium subjects remain below those in other areas. Leaders are aware of this gap and have introduced measures to improve consistency and raise expectations. Leaders ensure the school is fully compliant with all statutory and regulatory requirements.

Next Steps:

1. Improve consistency in the quality of teaching across all subjects and phases to ensure that high-impact practices are embedded more widely.
2. Strengthen collaboration across subject areas in Phases 3 and 4 to enhance coherence in planning, pedagogy, and interdisciplinary learning.
3. Continue to raise expectations and outcomes in Arabic-medium subjects by monitoring the impact of improvement strategies and ensuring accountability for progress.

School self-evaluation and improvement planning

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

Findings:

- The school has a rigorous and systematic approach to self-evaluation that uses valid internal and external data, lesson observations, and reviews carried out by Brighton College United Kingdom (BCUK), independent consultants, and engaging key stakeholders, including parents and students. Self-evaluation is linked to the college's improvement planning process, as well as being linked to the previous Irtiqaa report and recommendations. The self-evaluation document details data and activities that support evaluation judgments. However, it does not clearly identify what specific actions are required for each subject/standard, but it does identify the overall strengths of the college and areas for improvement.
- Teaching is monitored systematically, effectively and regularly evaluated by senior and middle leaders to ensure consistency in teaching, planning, and whole college initiatives, including teachers sharing learning outcomes in their delivery. This system is embedded in the work of the school and includes learning walks, formal lesson observations, and scrutiny of student work and achievement data. The school uses an observation rubric that is very detailed; observations are then transferred to feedback sheets, and information is collated and used to support teacher performance management. As a result, the school can support specific staff and subject areas requiring development. Quality assurance of teaching has not yet ensured that teaching is consistently outstanding across all subject areas and phases.
- School improvement planning is coherent and based on self-evaluation processes. Improvement plans are developed at the subject, phase, and whole school levels. The plans are realistic and focus on improving outcomes from the previous inspection, as well as identifying the needs of the school and UAE national priorities. The overall school plan does not explicitly identify the impact of actions or specific budget requirements. Improvement planning is effective through continued, sustained performance across subjects, although there are still areas for improvement in Phases 1 and 2 and Arabic medium subjects.
- The school has continued to show improvement over time and implemented almost all the recommendations from the previous inspection report, including redefining leadership roles, engaging stakeholders in governance, and investing in the resourcing of the foundation stage. Progress in a few areas has not been as fast because of staffing changes and the lack of continuity in the Headteacher position.

Next Steps:

1. Ensure self-evaluation processes identify areas for improvement.
2. Strengthen the overall school development plan to ensure that there are clear targets as well as budgets aligned with the areas for development.
3. Enhance quality assurance processes to raise teaching consistency and ensure outstanding practice across all subjects and phases.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- The school successfully and effectively engages parents as partners in their children's learning and school life. Parent Ambassadors and class representatives play a key role in strengthening communication between home and school, ensuring parents have a voice in decision-making and school improvement. Parental feedback is actively sought and valued through surveys, meetings, and informal conversations. Parents regularly support learning at home and participate in workshops, class assemblies, and special events such as Art Day and the Pre-Prep Proms. The addition of a Parent Relations Executive is helping to broaden parent representation across all phases of the school.
- The school maintains effective communication with parents, keeping them well-informed about their children's learning and development. Families receive regular updates through newsletters, emails, meetings, and platforms such as Seesaw and iSAMS. An open-door culture welcomes parents daily, fostering a strong sense of community. The school inclusion team establishes effective relations with the parents of students with special educational needs, offering personalized communication, regular updates, and active involvement in planning their child's learning journey or Individual Education Plan (IEP). Families are also invited to early transition visits, helping to ease the start of the school year and build supportive relationships from the outset.
- Reporting on students' academic progress and personal and social development is ongoing, comprehensive, and detailed. Parents receive clear insights into their child's academic performance, strengths, areas for growth, and next steps throughout the year. However, some parents reported confusion due to a lack of clarity around recent changes to the report card format. The structured reporting cycle includes three formal written reports and regular parent consultations. In Phases 1 and 2, parents are invited into classrooms to observe their child's learning and review their workbooks. The Bright Starts program supports new Early Years families in making a smooth transition into the school environment before formal classes begin.
- The school makes sustained social contributions to local and national communities. These include collaboration with arts, sports, and care providers, as well as participation in a range of educational networks including the Brighton College International School Network. The school has continued to expand its links with higher education and industry. Older students benefit from internship placements, work shadowing, and access to global opportunities such as Rize Scholarships and summer programs in institutions across Canada, the U.S., Singapore, and China.

Next Steps:

1. Further, clarify recent changes to the report card format to avoid parental confusion and enhance understanding of student progress.
2. Continue to expand opportunities for parental involvement across all phases of the school.
3. Continue to develop links with higher education and industry.

Performance Indicator	Quality judgement
Governance	Outstanding 

Findings:

- The school has a governance structure that includes a wide representation from all stakeholders. Overarching guidance from the Brighton College United Kingdom (BCUK) and Brighton College International Colleges (BCIS) and a Local Advisory Board (LAB), which consists of representatives from parents, staff, students, the Headteacher, and the Bloom Group representative. The LAB meets regularly and is presented with information about the college's work and key priorities for improvement. The BCIS board, which includes the Chief Operating Officer, Independent governors, and Brighton College directors, seeks and considers stakeholders' views, including the work of the LAB through which it gains comprehensive and accurate knowledge about the college. The opinions of staff and parents are gathered formally via surveys and more informally through the community networks, including parent ambassadors. BCIS board members also regularly visit the college. As a result, governors have comprehensive and accurate knowledge about the college and its work.
- The board maintains oversight of the college, ensuring accountability through systematic monitoring practices. The headteacher and senior leaders are held fully accountable for the quality of the college's performance, particularly the academic achievements and the personal and social development of the students. Accountability is ensured by the regular school reviews and the headteacher's submission of reports, detailing progress against key performance targets. There is a rigorous system of school-wide reviews that ensures human resources, health and safety, and leadership accountability. Combined with the results of surveys, these processes ensure that both management and broader stakeholder concerns can be raised. The LAB and Brighton governors receive reports about the college's performance. Members of the LAB do not have a role in directly monitoring the college's work.
- The board and LAB contribute very positively to the college's leadership and direction based on ethical principles. The board provides advice and guidance through the Bloom Chief Operating Officer and BCIS based on detailed knowledge of educational trends in the UAE and internationally. This ensures that the college is well-staffed and well-resourced and that all statutory requirements are met. The board demonstrates an awareness of the school's challenges in staff recruitment and retention and has proactively addressed these issues. Additionally, the board have recently appointed a highly experienced headteacher to ensure leadership stability. The board has established clear policies and procedures for the college's operations, including quality assurance and health and safety compliance as well as ensuring that a number of the recommendations aligned to resources in Phase 1 have been funded.

Next Steps:

1. Strengthen the role of the Local Advisory Board (LAB) in directly monitoring the school's work to enhance local accountability and insight.
2. Improve the frequency and structure of reporting from leadership to ensure clearer evaluation of progress against strategic goals.
3. Continue to develop governance strategies that address long-term staffing stability, especially in relation to recruitment and retention challenges.

Management, staffing, facilities and resources

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

Findings:

- Almost all aspects of the day-to-day management of the school are very well organized and impact positively on students’ achievement and well-being. The school operates smoothly, with efficient scheduling and transitions that minimize time loss. Staff effectively organize routines and activities, and both staff and students demonstrate clear understanding and respect for school expectations. Information boards and digital platforms keep the community well informed. While most operational aspects run seamlessly, there is a noticeable decline in student attendance in Islamic Studies in Phase 4, which requires further monitoring and response.
- The school is appropriately staffed to fulfill its vision and mission, with almost all staff members suitably qualified and experienced for their roles. Teachers and support staff are deployed effectively to optimize student achievement, and there is a sufficient balance of expertise across phases and subjects. The school has access to qualified supply teachers when needed, ensuring continuity of learning. A comprehensive, personalized professional development program is in place and closely aligned with school priorities. It includes targeted training for new staff, phase-specific training, and opportunities for leadership development. Staff working with students of determination and in early years receive up-to-date training based on current educational research and student needs.
- The school premises are of high quality and include a range of specialist facilities that allow access for all students, including those with additional needs. Almost all learning areas, including laboratories, libraries, creative arts studios, and technology spaces, are well maintained, fully accessible, and used regularly to support student achievement. The school environment is safe, inclusive, and conducive to high-quality teaching and learning. Since the last inspection, significant investments have improved facilities, including EYFS classrooms, the clinic, dining areas, and the Post-16 center. However, there remains scope for further enhancing FS outdoor learning areas and recreational spaces during break times.
- The school is equipped with a wide range of high-quality and up-to-date resources that are well matched to curriculum requirements and the diverse needs of teachers and students. Resources are readily available, efficiently distributed, and regularly reviewed to support learning across subjects and phases. Specialist resources, including those required for students of determination, are well-maintained and easily accessible. Investment in digital tools and practical materials supports engagement and curriculum breadth. However, while the availability of technology is strong, its integration into everyday classroom practice remains inconsistent in some subjects, particularly in Arabic-medium areas.

Next Steps:

1. Improve the consistency of student attendance in Islamic Studies, particularly in Phase 4, to ensure all students benefit equally from the full curriculum.
2. Strengthen the integration of digital technologies into everyday classroom practice to enhance teaching and learning across all subjects and phases.
3. Further develop the Foundation Stage outdoor learning areas and general recreational spaces to better support early childhood exploration and active engagement during break times.

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