

# Irtiqa'a School Inspection

AY 2024/25

ALDAR ACADEMIES-WEST YAS SCHOOL

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**Rating: Good**

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## School Information

General Information		
	Name	ALDAR ACADEMIES-WEST YAS SCHOOL
	Esis Number	9281
	Location	19, Al Tahaddur St, Yas Island, Abu Dhabi, 23017
	Website	<a href="https://www.yasamericanacademy.ae/">https://www.yasamericanacademy.ae/</a>
	Telephone	028132111
	Principal	SARAH VERONICA GRIFFITHS
	Inspection Dates	27 to 30 Jan 2025
	Curriculum	American

## Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1136
Number of Emirati students	743
Number of students of determination	97
Largest nationality group of students	UAE - USA - Jordan

## Information On Teachers

Number of teachers	93
Nationalities	United Kingdom (UK) - Ireland - South Africa
Number of teaching assistants	1

## Changes since the previous inspection

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

In Arabic as a first language, achievement in Phase 1 which was evaluated for the first time, is Good. Achievement in phases 2 and 4 has improved from Acceptable to Good; and has remained at Acceptable in Phase 3. Achievement in Arabic as a second language in Phase 2 has improved to Good; and has remained as Acceptable in phases 3 and 4. In Islamic education, achievement has improved in Phase 2 from Acceptable to Good and remained at Acceptable in Phase 3. In Phase 4, attainment has remained at acceptable, and progress has improved from Acceptable to Good. Achievement in UAE social studies has mostly remained the same at Acceptable in phases 2 and 3. In Phase 4, attainment has remained the same but progress has improved from Acceptable to Good.

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

Achievement in mathematics has improved from Acceptable to Good in Phase 4. Attainment in phases 1, 2 and 3 has remained at Good and progress has improved from Good to Very Good.

Achievement in science has remained at Good in phases 1 and 2, but has improved from Acceptable to Good in phases 3 and 4.

Learning skills remain Good across most phases, but have regressed in Phase 3 to Acceptable.

Students' personal and social development and innovation skills, as well as the curriculum, were not previously evaluated but are now included in this inspection. Students' personal development, social responsibility, and innovation skills are now evaluated as Very Good. Students' understanding of Islamic values and awareness of Emirati and world cultures has been evaluated as Good.

Teaching has remained Good across most phases, but has regressed to Acceptable in Phase 3. Assessment has improved from the previous inspection from Good in phases 1 and 2 to Very Good, and from acceptable in Phase 4, to Very Good. Assessment remains at Good in Phase 3. There has been significant staff turnover since the last inspection. Over 10% of the teachers present at that time have since left, and approximately 70% of the current staff were not part of the school then. The school has responded proactively through careful recruitment, a strong focus on teacher development, and systematic monitoring and evaluation to enhance teaching and assessment. While these efforts have led to notable improvements, progress in developing students' learning skills is naturally taking longer.

Curriculum design, implementation and adaptation are now evaluated as Very Good across all phases.

Health and safety measures, including child protection and safeguarding policies, remain Outstanding. The quality of care and support provided for students have also remained Very Good across all phases.

Since the last inspection, a new principal has been appointed, approximately one year ago. And she, along with her senior leadership team, has overseen improvement in important areas. There have been improvements in the judgments for Leadership and Management. The effectiveness of leadership as well as self evaluation and improvement planning remains at Good. Partnerships with parents and the community; Governance; and Management, staffing, facilities and resources have improved to Very Good.

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

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The school has developed a detailed PISA action plan for 2025, outlining school-wide and subject-specific strategies for English, mathematics, and science departments. This plan is regularly reviewed and shared with key stakeholders. To advance its TIMSS, PISA, and PIRLS goals, the school has launched several strategic initiatives, such as enhancing the rigor of internal assessments to push students toward higher standards, intentional vocabulary development across subjects to boost language skills, and promoting inquiry-based learning in science to cultivate critical thinking and exploration. Greater focus has also been placed on solving real-world problems in mathematics and science, equipping students with skills vital for international assessments. Additionally, the school has strengthened communication with stakeholders to build a collaborative culture, working closely with ADEK and implementing their guidance.

These initiatives are supported by systematic data collection and analysis from internal assessments and international benchmarks, allowing leaders to pinpoint learning gaps and apply targeted interventions. To familiarize students with PISA, the school incorporates PISA-style questions into mathematics and science homework, ensuring regular exposure to the assessment format and rigor. This alignment of curriculum content with global standards highlights Yas American Academy's dedication to continuous improvement and elevating student achievement on an international level.

# Performance in standardized and international assessments

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

## Standardized Assessments

Students in KG2 to Grade 10 participate in the North West Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments in English reading and mathematics. Students in grades 2 to 10 participate in the NWEA MAP assessments in English language use, and students in Grades 3 to 10 participate in science.

In AY2023/24, student attainment in MAP English reading for grades 1 to 10 is weak in fall, however, students' results in KG2 indicate very good outcomes. Similarly, MAP reading results for spring indicate weak attainment from Grade 2 to 10 while KG2 and Grade 1 MAP results show good outcomes. Progress is mostly weak across grades, except for Grades 5 and 9 with students demonstrating outstanding progress.

In AY 2023/24, student attainment in MAP Fall Mathematics for Grades 3 to 10 is weak, while KG2 students demonstrate outstanding attainment, Grade 1 students demonstrate very good attainment, and Grade 2 students demonstrate good attainment.

The MAP Spring results for AY 2023/24 show variation across grade levels. Grades 5 to 10 and Grade 3 show weak attainment, while Grade 4 students show good attainment, Grades 1 and 2 show very good attainment, and KG2 students show outstanding attainment.

In AY2023/24, student attainment in MAP science for grades 3 to 10 is weak in both the fall and spring. Progress varies across grades, with students in grades 5 and 9 demonstrating outstanding progress, while students in Grades 4, 6, 7, 8, and 10 showing weak progress.

## International Assessments: TIMSS, PISA, PIRLS

### 15-year-old students participated in the PISA 2022 international assessments.

- In scientific literacy, the school did not meet their target of 457, and actual results of 386.3 are below the international average.
- In reading literacy, the school did not meet their target of 450.4, and actual results of 359.4 are below the international average.
- In mathematical literacy, the school did not meet their target of 470.3, and actual results of 385.6 are below the international average.

### Grade 4 and Grade 8 students participated in TIMSS 2023.

- In Grade 4 mathematics, the school met their target of 494.33 with their actual score of 508.65 that was also above the international average.
- In Grade 8 mathematics, the school met their target of 471.18, and their actual score of 484.24 exceeded the international average.
- In Grade 4 science, the school met their target of 483.91 with their actual score of 521.99 that was also above the international average.
- In Grade 8 mathematics, the school met their target of 462.38, and their actual score of 491.46 exceeded the international average.

**The school also participated in PIRLS 2021 for reading and their score of 509 places them in the intermediate international benchmark.**

## Reading

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The school features two well-equipped libraries: one for Phases 1 and 2 students and another for Phases 3 and 4 students. Together, these libraries house approximately 14,000 books, including fiction and non-fiction titles, graphic novels, literature on the history of the UAE, and stories about life in the country, both past and present. Books are available in both Arabic and English. Reading corners are present in several classrooms, while additional books, reading areas, and displays can be found in the spacious communal areas outside classrooms. These spaces are regularly used by teachers, teaching assistants, and students for reading, writing, and research activities.

Students of all ages attend weekly library lessons, and older students are encouraged to visit the library during breaks or free periods for independent research and inquiry. The libraries are equipped with computers for accessing electronic texts and conducting curriculum-related investigations. A mix of desks, chairs, and soft furnishings creates an inviting environment for both recreational reading and academic study. Students participate in school-based reading competitions and occasionally compete in inter-school events.

The librarian and teachers monitor students' reading habits and progress, tracking their development over time. Formal tools, such as MAP assessments, complement teachers' understanding of students' reading abilities, and teachers regularly listen to students read during lessons. The school promotes reading through age-appropriate reading schemes in Arabic and English, including materials tailored for early English learners and advanced readers. Reading is integrated into most lessons, with students practicing emphasis and intonation in subjects like drama. A comprehensive reading plan, regularly reviewed and included in the subject and school development plans, guides these efforts.

School leaders actively encourage parents to support their children's reading by listening to them read at home and providing access to books and other reading materials. This collaborative approach promotes a culture of reading both within and beyond the school environment.

## Strengths of the school

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- Students in Phases 2, 3, and 4 achieve high-quality outcomes in English, while those in Phases 1, 2, and 3 demonstrate strong performance in mathematics, reflecting effective teaching and learning practices in these areas.
- There has been notable improvement in Islamic Education, Arabic as a first language, and Arabic as an additional language, indicating progress in both curriculum delivery and student attainment.
- Teaching and assessment practices are highly effective across all phases and in many subjects, ensuring consistent student progress and engagement.
- The senior leadership team provides clear strategic direction and promotes a vision aligned with UAE national and Emirate priorities, which is widely embraced and supported by the entire school community.
- The governing board plays a highly positive role in guiding the school's leadership and direction, grounded in strong ethical principles and a commitment to the school's continuous improvement.

# Key Recommendations

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## 1. Raise students' achievement to a consistently Very Good level by:

- providing more opportunities for students to practice Standard Arabic.
- improving students' extended writing skills in Arabic and English, ensuring consistent feedback is given on grammar and structure.
- accelerating the progress of boys across phases 1, 2 and 3 to at least Good levels in Arabic as a first language.
- ensuring that there is sufficient challenge in lessons for high attainers and the gifted and/or talented students.
- providing the necessary support for low attainers as well as students with additional learning needs in lessons to ensure they make accelerated progress.
- providing students with more opportunities to strengthen their understanding and application of experimental design, particularly in Phase
- enhancing students' inquiry skills, critical thinking, problem-solving, and scientific investigation by incorporating more hands-on activities and projects across all cycles.
- promoting independent learning by encouraging self-reliance, responsibility, and goal setting.
- providing regular opportunities for self and peer assessment, along with constructive feedback, to help students understand their next steps in learning.
- offering targeted interventions for students with gaps in foundational literacy and numeracy skills to support their full potential.
- preparing students for at least Good results in standardized assessments through focused practice and strategic skill development.

## 2. Improve the quality of teaching and assessment in all subjects and cycles by:

- increasing student-led learning and reducing teacher-led instruction to enhance engagement.
- providing greater challenge for high achievers and adjusting lesson pacing to support deeper learning.
- ensuring the different groups of students receive the personalized support they need to make accelerated progress.
- strengthening discussions and reflective practices to further develop independent learning and critical thinking skills.
- increasing teachers' consistent use of assessment data to adjust teaching strategies dynamically within lessons.
- ensuring consistent, personalized feedback that extends learning for high attaining students, and informs all students of their next steps in learning.
- expanding student self and peer assessment opportunities to promote greater ownership of learning.
- ensuring greater consistency in the quality of teaching across subjects and phases.

## 3. Ensure high outcomes in international assessments TIMSS, PISA, and PIRLS, while exceeding set targets by:

- integrating targeted skill development into daily teaching practices.
- providing focused support and enrichment for students based on their performance levels.
- enhancing problem-solving and critical thinking skills through structured activities.
- aligning curriculum and instructional strategies with international assessment frameworks.
- conducting regular practice assessments to familiarize students with test formats and question types.
- equipping teachers with professional development on effective strategies for integrating international assessment skills into daily lessons.

## 4. Improve the effectiveness of leadership and the school's self evaluation and improvement planning by:

- building teachers' skills in using data to inform teaching and learning, ensuring this becomes a consistent practice across the school.
- implementing a more rigorous system for monitoring and evaluating department leaders' performance to ensure consistent accountability and drive further improvements across all areas.
- enhancing targeted intervention strategies, professional development, and resource allocation to



improve student outcomes in core curriculum subjects.

- ensuring a more systematic and evidence-based approach to self evaluation, leading to greater accuracy in identifying areas for improvement.
- supporting all leaders in refining how they carry out lesson observations and monitoring to ensure consistency across all subjects, with a sharper focus on evaluating the impact of teaching on students' learning and achievement.
- developing teachers' ability to use data effectively in lesson planning and assessment, ensuring its consistent application across all subjects to enhance student achievement.

## Overall School Performance: Good

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

PS2: Students' personal and social development, and their innovation skills				
	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good

PS3: Teaching and Assessment				
	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good	Acceptable	Good ↑
Assessment	Very Good ↑	Very Good ↑	Good	Very Good ↑

PS4: Curriculum				
	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
Curriculum adaptation	Very Good	Very Good	Very Good	Very Good

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

PS6: Leadership and Management	
The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very Good 
Governance	Very Good 
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 ↑	Acceptable	Acceptable
	Progress	Not Applicable	Good ↑	Acceptable	Good ↑

### Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in Phase 2 and the large majority of students in phases 3 and 4 attained levels that are above curriculum standards. This high level of attainment was not reflected in the lessons observed or in students' work.
- The school has administered the ABT standardized test for Islamic Education for grades 2, 5, 8, and 10. Results for AY2023/24 indicate that all phases attained good levels. Grade 12 MoE external examination results for the AY2023/24 indicate that students' attainment is outstanding.
- In lessons and in their recent work, the majority of phase 2 students demonstrate understanding and skills that are above curriculum standards.
- Over the past three years, the school's internal assessment data indicates that in phase 2, attainment has been consistently outstanding. Attainment in phase 3 fluctuated from Very Good attainment in AY2021/22 to Outstanding attainment in the following year but declined to Very Good in AY2023/24. In phase 4, attainment has improved from Very Good attainment in AY2021/22 to consistently outstanding in the following two years. Attainment in external MoE has been consistently Outstanding.
- The school's internal assessment data indicates that the large majority of Phase 3 students make better than expected progress in relation to their starting points and curriculum standards. While most students in phases 2 and 4 made better than expected progress over time and from their starting points at the beginning of the academic year.

- In lessons and in their recent work, most students make the expected progress in Phase 3 and the majority of students in Phases 2, and 4 make better than expected progress in relation to appropriate learning objectives that are aligned with curriculum standards.
- The school's analysis of progress data for the different groups of students indicates that almost all groups of students make outstanding progress in Phase 2, except low attainers who make weak progress in that phase. In Phase 3, boys, Emirati students, and low attainers make very good progress; G&T students make good progress; girls, high attainers, and students with additional learning needs including students of determination make outstanding progress. Most groups of students in Phase 4 make outstanding progress, except for low attainers who make acceptable progress and students with additional learning needs who make very good progress.
- In lessons, lower attainers, and students with additional learning needs are not provided with enough support to accelerate their progress. Most high-attainers and gifted and talented students are not challenged enough to fulfill their potential in lessons.

### **Next Steps:**

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1. Strengthen students' comprehension and interpretation of Qur'anic verses while expanding their knowledge of the Prophets' Seerah across all phases, particularly in Phases 3 and 4.
2. Ensure consistent and accurate application of Tajweed rules in Qur'anic recitation across all phases.
3. Accelerate the progress of low attainers in phases 2 and 4 to at least Good levels.

## Arabic as a first language

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



Speaking



Listening



Reading



Writing

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

### Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that the large majority of students in phases 1, 2, and 3 and most students in Phase 4, attain levels that are above curriculum standards.
- The school has no external national or international assessments for Phase 1. In AY2023/24, the school administered the ABT standardized assessment to benchmark students' attainment in grades 2, 5, 8, and 10. Results indicate that the majority of students in phases 2, 3 and 4 attained levels that are above standards. Results of the MoE external examination for Grade 12 for the AY2023/24 indicate outstanding attainment.
- In lessons and their recent work, most students in Phase 3 demonstrate levels that are in line with curriculum standards in reading fluency, listening comprehension, speaking, and writing.
- Over the past three years, internal data indicates that attainment in phase 4 has been consistently outstanding. In Phases 2 and 3 attainment was outstanding in AY2021/22 and AY2022/23 but has shown a decline to very good in AY2023/24. Trends in Phase 1 show that in AY2021/22 attainment was outstanding but declined to very good for the following two years. Trends in MOE external assessment data indicate that most students consistently attain outstanding levels over the last three years.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in phases 1, 2 and 4, and the large majority in phases 3, make better than expected progress over time and from their starting points at the beginning of the academic year.
- In lessons and their recent work, the majority of students in phases 1, 2 and 4 make better than expected progress and most students in phase 3 make the expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of progress data for the different groups of students indicates that most groups make outstanding progress across all phases except for boys who make weak progress in phases 1, 2

and 3; Emirati students in phase 3, high attainers in phases 3 and 4 and students with additional learning needs in phase 4 who make very good progress. Students with additional learning needs in phase 4 make good progress. There is no progress data provided by the school for Gifted and talented students in Phase 1.

- In lessons, high-attainers and gifted and/or talented students do not always make the progress they are capable of.

### **Next Steps:**

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1. Improve students' ability to complete extended pieces of writing independently and enhance students' reading skills for better comprehension and analysis, particularly in phase 3.
2. Develop students' speaking and presentation skills using standard Arabic in all phases.
3. Accelerate the boy's progress across phases 1, 2, and 3 to at least Good levels.



## Arabic as a second language

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

### Findings:

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- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in phases 2 and 3 and the large majority of students in Phase 4, attain levels that are above curriculum standards.
- The school has administered the ABT standardized test for Arabic as a second language for grades 2, 5, 8, and 10. Results for AY2023/24 indicate that students in phases 2 and 3 attained good levels.
- In lessons and their recent work, most students in phases 3 and 4 demonstrate levels that are in line with curriculum standards.
- Over the past three years, the school's internal attainment data shows that phase 2 students consistently attained outstanding levels; phase 3 trends show improvement from very good attainment in AY2021/22 to consistently outstanding in the following two years; phase 4 show a downward trend from outstanding attainment in AY2021/22 and AY2022/23 to very good attainment in AY2023/24.
- The school's analysis of internal assessment data indicates that most students in phases 2, 3 and 4 students make better than expected progress in relation to their starting points and curriculum standards.
- In lessons and in their recent work, the majority of students in Phase 2 make better than expected progress, while most phases 3 and 4 students make the expected progress in relation to appropriate learning objectives, that are aligned with curriculum standards.
- The school's analysis of progress data for the different groups of students indicates that almost all groups of students make outstanding progress except for high attainers in phase 4 and students with additional learning needs in phase 3 who make weak progress. There are no low attainers identified in Arabic as a second language.
- In lessons, less able students and students with additional learning needs are not provided with enough support to accelerate their progress.

### Next Steps:

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1. Provide more opportunities for extended writing across all phases, focusing on sentence structure, grammar, and spelling accuracy to improve overall writing skills.
2. Implement guided reading exercises and comprehension strategies to support students struggling to understand more complex texts.
3. Accelerate the progress of students with additional learning needs in phase 3 and high attainers in phase 4 to at least Good levels.

# UAE Social Studies

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



National identity



Citizenship



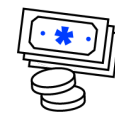
Government



Values and ethics



The individual and society



The national economy

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

## Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in Phase 2, and the large majority of students in Phases 3 and 4 attain levels that are above curriculum standards.
- The school has administered the ABT standardized test for social studies for grades 2, 5, and 8. Results for AY2023/24 indicate that attainment levels in Phase 2 are acceptable and attainment levels in Phase 3 (grade 8) are outstanding.
- In lessons and their recent work, most students in phases 2, ,3 and 4 demonstrate knowledge, skills, and understanding that are in line with MoE curriculum standards.
- Over the past three years, internal data shows that attainment has been consistently outstanding in Phase 2. In phases 3 and 4 attainment has declined from outstanding to very good in AY2023/24.
- The school's analysis of internal assessment data for the AY2023/24 indicates that the large majority of students across Phases 3 and 4 and most students in Phase 2, make better than expected progress over time and from their starting points.
- In lessons and students' work, most students in phases 2 and 3 make the expected progress and the majority in Phase 4, make better than expected progress against learning objectives aligned to curriculum standards.
- The school's analysis of progress data for the different groups of students indicates that boys and high attainers make outstanding progress in Phase 2 and very good progress in phases 3 and 4. Girls make outstanding progress in Phase 4 and very good progress in phases 2 and 3. Emirati students make outstanding progress in phases 2 and 4 and good progress in phase 3. Low attainers' progress is weak in Phase 3 and there is no data for low attainers in phases 2 and 4. Students with additional learning needs make acceptable progress in Phase 2, good progress in Phase 3, and very good progress in Phase 4. Gifted and/or talented students make very good progress in Phase 2, and outstanding progress in phases 3 and 4.

- In lessons, lower- and higher-attaining students do not consistently make the progress they may be capable of.


### **Next Steps:**

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1. Accelerate the progress of low attainers in phase 3 and students with additional learning needs in phase 2 to at least Good levels.
2. Ensure that low and high attainers receive the support and challenge needed to help accelerate their progress in lessons.

# English


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




Speaking



Listening



Reading



Writing

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

## Findings:

- The school’s analysis of internal assessment data for the AY2023/24 against the Massachusetts Common Core State Standards indicates that the majority of students in phases 1 and 2, the large majority of students in Phase 3 and most students in Phase 4 attained levels that are above curriculum standards.
- The school administered the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) external assessment to benchmark students' attainment in English. AY2023/24 Spring results indicate that in reading, students in Phase 1 attained good levels. In reading in phases 2, 3, and 4, students attained weak levels in relation to standards. In language use, students in Phase 2 attained good levels; however, students in phases 3 and 4 attained weak levels. Students who sat for the AP English literature assessment in AY2023/24 attained acceptable levels. In PISA 2022, in reading literacy, the school did not meet their target of 450.4, and actual results of 359.4 are below the international average. The school also participated in PIRLS 2021 for reading and their score of 509 places them in the intermediate international benchmark.
- In lessons and in their recent work, students across all phases demonstrate levels that are above curriculum standards.
- Over the past three years, students' attainment in internal assessments in Phase 2 have been consistently good. In Phase 1, attainment has been fluctuating from Good in AY2021/22 to Very Good the following year, and has declined to Good in AY2023/24. In Phase 3, attainment has also been fluctuating from Very Good attainment in AY2021/22, to a decline to Weak attainment the following year, that then improved back to Very Good in AY2023/24. In Phase 4, students' attainment was Outstanding in AY2021/2022, declined to Very Good the following year, then improved to Outstanding in AY2023/24. The trends in AP English Literature indicate an improvement from Weak to Acceptable levels in AY2023/24. Trends in standardized MAP assessments indicate consistently Weak attainment in phases 3 and 4, but Phase 1 has improved to Good levels in Spring in reading; and Phase 2 has seen a recent improvement in attainment to Good levels in language use.

- The school's analysis of internal assessment data for the AY2023/24 indicates that the large majority of students across all phases made better than expected progress from their starting points and in relation to curriculum objectives. The school's analysis of MAP external examination results indicates weak progress in AY2023/24 in reading across phases 2, 3 and 4; and outstanding progress in phase 2 in language use, but weak progress in phases 3 and 4.
- In lessons and in their recent work, the large majority of students in phases 1 and 2, and the majority of students in phases 3 and 4 made better than expected progress against learning objectives aligned to curriculum standards.
- The school's analysis of progress data for the different groups of students indicates that most groups make Very Good progress; except for boys and Emirati students in Phase 1, as well as students with additional learning needs in Phase 2 who make Good progress; students with additional learning needs in phases 1 and 2, as well as G&T students in Phase 2 who make acceptable progress. Girls in Phase 4 make Weak progress.

### **Next Steps:**

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1. Accelerate the progress of girls in Phase 4; the progress of students with additional learning needs in phases 1 and 3, as well as the progress of G&T students in phases 2 and 4 to at least Good levels.
2. Increase opportunities for students to engage and practice their extended writing skills.

# Mathematics

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

Number and quantity and their use

Space and shape

Change relationship, algebra and trigonometry

Uncertainty, chance, data and data display

Mathematical thinking: formulating, employing and interpreting

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

## Findings:

- The school’s analysis of internal assessment data for the AY2023/24 against the Massachusetts Common Core State Standards indicates that most students in Phase 3, and the large majority of students in phases 1, 2 and 4 attain levels above curriculum standards.
- The school administered the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) external assessment to benchmark students' attainment in mathematics. AY2023/24 Spring results indicate that most students in Phase 1 attain levels that are above standards. However, less than three quarters of students in phases 2, 3 and 4 attain levels in line with standards. Students who sat for the AP Pre-Calculus assessment in AY2023/24 attained Good levels, those who sat for the AP Calculus attained Weak levels. In PISA 2022, in mathematical literacy, the school did not meet their target of 470.3, and actual results of 385.6 are below the international average. Grade 4 and Grade 8 students participated in TIMSS 2023. In Grade 4 mathematics, the school met their target of 494.33 with their actual score of 508.65 that was also above the international average. In Grade 8 mathematics, the school met their target of 471.18, and their actual score of 484.24 exceeded the international average.
- In lessons and in their recent work, the majority of students across all phases demonstrate levels that are above curriculum standards.
- Over the past three years, the school’s internal assessment data indicates that the large majority of students in phases 1 and 2 consistently attain levels above curriculum standards. In phase 3, attainment has fluctuated with outstanding attainment in AY2021/2022, to a decline to good in AY2022/23 and an improvement to outstanding in AY2023/24. In Phase 4, attainment has declined over the last three years from outstanding attainment in AY2021/22 to consistently very good attainment in AY2022/23 and AY2023/24. Trends in standardized MAP assessments indicate consistently weak attainment in phases 2, 3 and 4, but improving attainment in Phase 1 from good attainment in AY2021/22 to outstanding attainment in the following two years.
- The school’s analysis of internal assessment data for the AY2023/24 indicates that a majority of students in Phase 1 and Phase 4, and a large majority of students in Phase 2 and most in Phase 3 make better than expected progress in relation to their starting points and curriculum standards. The

school's analysis of MAP external examination results indicates weak progress in AY2023/24 across phases 2, 3 and 4.

- In lessons and their recent work, a large majority of students in phases 1, 2 and 3 and a majority in phase 4, make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school's analysis of progress data for the different groups of students indicates that boys, girls, Emirati students and low attainers in Phase 1 make good progress. Boys, girls, Emirati students, low and high attainers in phase 2 all make very good progress. In phase 3, the school's assessment data indicates that all groups of students make outstanding progress. High-attaining students make acceptable progress in Phase 1, very good progress in Phase 2, outstanding progress in Phase 3 and good progress in Phase 4. Gifted and talented students make good progress in Phase 2, outstanding progress in Phase 3 and acceptable progress in Phase 4.

### **Next Steps:**

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1. Improve students' achievement in MAP assessments to at least Good levels by providing targeted support and interventions.
2. Ensure that there is sufficient challenge in lessons for the more able students in phases 2, 3, and 4.
3. Accelerate the progress of high attainers and students with additional learning needs in phase 1, as well as gifted and/or talented students in Phase 4 to at least Good levels.

# Science

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



Scientific thinking,  
inquiry, and  
investigative skills



Ability to draw  
conclusions and  
communicate ideas



Application of science  
to technology, the  
environment and society

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

## Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Next Generation Science Standards (NGSS) indicates that the large majority of students in phase 1. The majority of students in phases 2, 3 and 4 attain levels of scientific knowledge and skills that are above the curriculum standards.
- The school has no external national or international assessments for Phase 1, grades 1 and 2. The school administered the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) external assessment to benchmark students' attainment in science. AY2023/24 Spring results indicate weak levels of attainment in phases 2, 3 and 4 (grades 3-10). Students who sat for the AP Physics examination attained weak results; AP Chemistry attained very weak results; and AP Biology attained outstanding results. In PISA 2022, in scientific literacy, the school did not meet their target of 457, and actual results of 386.3 are below the international average. Grade 4 and Grade 8 students participated in TIMSS 2023. In Grade 4 science, the school met their target of 483.91 with their actual score of 521.99 that was also above the international average. In Grade 8 mathematics, the school met their target of 462.38, and their actual score of 491.46 exceeded the international average.
- In lessons and in their recent work, the majority of students in all phases demonstrate levels of scientific knowledge and skills that are above curriculum standards.
- Over the past three years, the school's internal assessment data indicates an upward trend in phase 1 improving from good in the AY2021/22 to consistently very good in the next two years. In phase 2, the three-year trend varies, showing an upward trend in AY 2022/23 and then good. In phase 3, the trend shows a downward trend from outstanding to consistently good in the next two years. Phase 4 trends show a downward trend over the past three years from outstanding to good. Physics declines from outstanding in AY2021/22 and AY 2022/23 to good in AY2023/24. Chemistry shows a consistent trend of outstanding, and Biology has shown variance, very good, improving to outstanding, and then declining to very good. Trends in standardized MAP assessments indicate consistently weak attainment in phases 2, 3 and 4.



- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phase 1, the large majority in Phase 2 and the majority in Phases 3 and 4 make better than expected progress in relation to their starting points and curriculum standards. The school's analysis of MAP external examination results indicates weak progress in AY2023/24 across phases 2, 3 and 4.
- In lessons and in their recent work, the majority of students across all phases make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school's analysis of progress data for the different groups of students indicates that girls and Emirati students in Phase 1 make outstanding progress, while boys, low and higher attainers make very good progress. In Phase 2, boys, girls, low and high attainers make very good progress while Emirati students make outstanding progress. Gifted and talented students make acceptable progress in phases 2 and 3. In Phase 3, boys, girls, Emirati, low and high attainers, make good progress while students with additional learning needs make very good progress; and G&T make acceptable progress.
- In Phase 4 science and physics boys make acceptable progress, they make weak progress in chemistry and outstanding progress in biology. Girls make very good progress in science, good progress in physics, acceptable progress in chemistry and outstanding progress in biology. Emirati students make acceptable progress in science, physics and chemistry and make outstanding progress in biology. Low and high attainers make good progress in science and physics and acceptable progress in chemistry. In Biology, low attainers make good progress while high attainers make outstanding progress. Students with additional learning needs make weak progress in science, physics, and biology; as well as very weak progress in chemistry. Gifted and talented students in phase 4 make good progress in science, acceptable in physics, weak progress in chemistry and very good progress in biology.

## **Next Steps:**

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1. Provide students with more opportunities to strengthen their understanding and application of experimental design, particularly in Phase 4.
2. Improve Phase 2 and 3 students' critical thinking with more opportunities for practical and laboratory skills.
3. Accelerate the progress of the different groups of students to ensure all groups make at least Good or better progress.

## 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	Good	Good	Acceptable ↓	Good ↑

### Findings:

- Students in all phases engage well with all the learning activities because they are motivated and keen to learn in all subjects. In KG and all grades, students capably manage their own learning, most are able to concentrate and to work hard without the direct supervision of teachers. In the majority of subjects, students have a clear understanding of their own strengths and what they need to do to improve. Students write short summaries in work books in most subjects, where they reflect on what they have learned and they identify their own next steps. In a few subjects, students are not so clear about what they have to do to improve achievement because in these lessons, opportunities for self-assessment are rarely provided.
- Students collaborate purposefully over tasks, and through their thoughtful communication and interactions, they help each other to improve achievement in almost all lessons. Students understand the benefits of group work and most make useful contributions to discussions. In Phases 3 and 4, students respectfully challenge each other's ideas in debates and discussion, for example when considering a poet's use of imagery in English.
- In most lessons, students demonstrate a secure understanding of the benefits of linking learning from different subjects. Students also link their learning with real life experiences, for example Phase 2 social studies students cited verses from the Holy Qu'ran to develop their understanding of UAE weather. Students frequently relate their learning in most subjects to UAE culture, traditions and society.
- Students' innovation skills develop inconsistently across the curriculum. They have regular opportunities to use new technologies to improve achievement, but in a few lessons, the challenge of learning online is not well planned, so that students lack opportunities for broad and detailed research. Students are often enterprising in lessons and most develop secure independent learning skills which help them find things out for themselves. They frequently use the displays around the classroom to find the information they need to enrich their work, and they enhance research skills and their ability to think critically about issues through careful browsing in the library. In a few lessons, too much is done for them, or work is confined to worksheet completion which inhibits students' development of inquiry skills. Students make particularly strong progress in those lessons where the use of new technologies is fully embedded into learning activities, such as improving speaking, listening and reading in Arabic and English.

### **Next Steps:**

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1. Extend the use of new technologies across the curriculum to enhance students' research skills.
2. Strengthen students' self-assessment and evaluation skills in Arabic medium subjects.
3. Ensure that students have opportunities to think critically and to make their own inquiries in all lessons.

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

### Personal Development

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

### Findings:

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- Students enjoy attending school and maintain a positive attitude toward learning. They actively seek and accept constructive feedback from both teachers and peers and respond well to it. As they progress through different phases, they take on increasing leadership roles, demonstrating decision-making skills in initiating, planning, and leading various school activities.
- With each phase, students develop a stronger sense of responsibility and self-discipline. They are well-acquainted with the school's behaviour policy and understand the consequences of rule violations both in and outside the classroom. Additionally, they engage with the school's reward system, ePraise, striving to earn points and achieve their desired rewards. As a result, incidents of bullying or misbehaviour rarely occur.
- Students feel safe and supported by their teachers and believe that their opinions are valued, fostering a sense of care from the school. This builds mutual respect, kindness, and friendliness, which strengthens relationships among students, teachers, and staff across the school. Students throughout the school, including those in KG, are friendly and readily assist those in need, showing empathy, especially toward students of determination. This creates a positive and inclusive school atmosphere. Phase 4 students also participated in a workshop to learn how to interact and support students of determination.
- Most students recognize the importance of maintaining a healthy lifestyle and making healthy food choices. They actively participate in a wide range of physical activities organized during, after, and before the school day, such as football, golf, and swimming.
- Attendance has been steadily improving, with the overall rate for the last term at 95%, which is Good overall. Phases 3 and 4 had an attendance rate of 95%, Phase 2 was 94%, and KG was 93%. Students consistently arrive on time for lessons and school assemblies, with few exceptions for students who arrive late at the beginning of the school day.

### Next Steps:

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1. Strengthen the implementation of the behavior policy and reward system by regularly reviewing its effectiveness and ensuring consistent reinforcement across all phases.
2. Enhance awareness campaigns and school initiatives that promote healthy eating and physical well-being, encouraging greater student participation in nutrition programs and fitness activities.
3. Implement targeted strategies to support students in improving attendance rates, understanding the importance of regular attendance and addressing occasional lateness, particularly at the start of the school day.

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

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

### Findings:

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- Students clearly understand Islamic values and how these influence life in the UAE. In most lessons, students connect what they learn with Islamic values. They recite verses from the Holy Quran and Noble Hadeeth in their weekly assemblies. And celebrate religious events like Haq Allilah and the Holy month of Ramadan.
- Students are knowledgeable and respectful of the traditions and heritage of the UAE as evidenced in celebrating Emirati festivals like Martyr Day and National Day, involving themselves in a range of cultural activities and projects, and participating in trips to landmarks in UAE to explore the history of the country.
- Students are knowledgeable and respectful of their own culture. They participate in a range of events to deepen their understanding of their culture, like Cultural Day, and during school assemblies. Students participate in activities that promote their understanding, awareness, and appreciation of other world cultures, like the diversity club, Model United Nations team, and Global Awareness Week. Nevertheless, their knowledge about other world cultures other than their own and the UAE can be further developed.

### Next Steps:

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1. Raise students' understanding of different world cultures to deepen their understanding of cultural diversity.
2. Ensure that students reflect on what they learn in gaining a greater awareness of Islamic values and how this affects UAE society.
3. Encourage students to initiate and involve themselves in a range of UAE cultural activities.

## Social responsibility and innovation skills

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

### Findings:

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- Students take great pride in their roles and responsibilities as active members of both the school and the local community, actively participating in volunteer initiatives. The student council, along with other student groups, plays a key role in organizing special events such as Global Awareness Week. Students across all grade levels, particularly in the upper grades, have opportunities to engage in community service both within and beyond the school, including beach clean-ups and school-based gardening projects that benefit the wider community. Additionally, older students take part in vertical teaching, leading awareness sessions on various topics for younger peers.
- Some upper-grade students have attended workshops within the school to learn how to support and interact with students of determination (SOD). Across all grade levels, students actively assist their peers with special educational needs, fostering an inclusive school environment. They also contribute to various charitable initiatives, collaborating with organizations such as the Red Crescent and the Wish Foundation.
- Students consistently demonstrate a strong work ethic and take the initiative to propose ideas, such as establishing a sustainability committee, which was approved by the school. They actively participate in STEM programs, with Phase 3 students having dedicated weekly lessons, and take pride in their creative projects, including robotics and coding clubs. To develop their entrepreneurial skills, students including those in KG engage in Enterprise Day and dedicated business-related units, where they design, market, and sell handmade products and services within the school. However, opportunities to develop innovation, enterprise, and entrepreneurial skills are not consistently available across all grade levels and classroom lessons.
- Across the school, students exhibit a deep understanding of both local and global environmental issues. They are well-informed about the Sustainable Development Goals (SDGs) and actively participate in environmental initiatives such as clean-up campaigns and community gardening. Members of the EcoCouncil lead major conservation efforts, including the Plastic Pledge and carbon footprint monitoring. They also take part in high-profile events such as COP28, the Future World Energy Summit, and ADIPEC. Additionally, students contribute to recycling programs, creatively repurposing materials through art and fashion projects to promote sustainability.

### Next Steps:


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1. Establish equal opportunities for all students to participate and be involved in activities that promote students' innovation, enterprise, and entrepreneurship skills inside and outside classrooms.
2. Expand the opportunities for all students to take the initiative and plan the school activities, including KG and Phase 1 students.
3. Create more regular and structured volunteer activities for KG and phase 1 students that benefit both the school and the wider community.

## PS3: Teaching and Assessment

### Teaching for effective learning

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

### Findings:

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- Most teachers have a secure subject knowledge and apply it effectively in lessons. They understand how students learn and generally tailor their teaching appropriately. Their subject expertise allows them to make necessary modifications to support students' learning needs and effectively engage with their questions and misconceptions. In the more effective lessons, teachers differentiate instruction well, encourage active participation, and foster deeper understanding through discussions and active engagement. However, in less effective lessons, teaching remains overly didactic, with limited student interaction, and students taking little responsibility for their own learning.
- Lessons are consistently well-planned across grades, incorporating key components of engaging and motivating instruction. They include effective starters, regular progress checks, and clearly defined learning objectives, ensuring that students understand the purpose of activities and the progression from simple to more complex tasks, aligned with YAA teaching principles. Lessons are differentiated, with appropriate scaffolding in place to support all students and visible challenge tasks that extend learning. However, high achievers could benefit from more conceptually challenging tasks to promote deeper learning experiences. In the less effective lessons, there are variations in pacing and the structuring of learning activities, where greater opportunities for student engagement and reflection could further enhance learning outcomes. The learning environment is conducive to learning, with student work displayed and student voice reflected in classroom settings. Resources are abundant, but they are not always effectively utilized to maximize independent inquiry and exploration.
- Teachers create a positive and interactive learning environment where students feel confident to communicate their learning and take risks without fear of failure. Strong teacher-student interactions ensure that students remain keen and motivated to learn. Effective questioning strategies promote thinking and active engagement, while also serving as a tool to monitor students' progress. In the most effective lessons, dialogue fosters meaningful discussions and reflective thinking, encouraging students to articulate their ideas clearly. Strategies such as think-pair-share and visible question prompts further enhance critical thinking, collaboration, and independent learning, ensuring students take ownership of their learning and develop a deeper conceptual understanding.
- Teaching strategies effectively address the needs of individual students and groups, ensuring inclusive and adaptive learning experiences. Teachers demonstrate a clear understanding of student diversity, planning lessons that accommodate varied learning needs. In the most effective lessons, differentiation is well implemented, particularly for students with additional learning needs, ensuring they receive the necessary support. Documented Learning Plans (DLPs) and Additional Learning Plans (ALPs) guide teachers in setting targeted learning goals aligned with student outcomes. While adaptive teaching practices are evident, more meaningful and consistent challenge for higher-achieving students is needed to further develop deeper conceptual understanding and critical thinking skills.

- Teachers systematically promote critical thinking and problem-solving skills, encouraging students to take ownership of their learning. They create collaborative learning opportunities, allowing students to apply knowledge to real-world contexts, and the level and frequency of collaboration vary across classrooms. Cross-curricular integration is evident in daily lessons, fostering interdisciplinary connections that enhance learning. As students progress through the grades, teachers increasingly incorporate inquiry-based learning, particularly in subjects like science, where students engage in investigative and analytical tasks. Further embedding inquiry-based learning, innovation, and independent learning practices into daily routines would strengthen student engagement and deepen cognitive development.




### **Next Steps:**

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1. Increase student-led learning and reduce teacher-led instruction to enhance engagement.
2. Provide greater challenge for high achievers and improve lesson pacing for deeper learning.
3. Strengthen discussions and reflective practices to further develop independent learning and critical thinking skills.



## Assessment

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

## Findings:

- The school's internal assessment processes are well-structured, coherent, and consistently implemented, ensuring alignment with the Massachusetts, NGSS and MOE curriculum standards. Teachers adhere to the Whole School Assessment Policy, utilizing clear, standardized rubrics derived from these standards to ensure fair and transparent assessment practices. Assessments are moderated to maintain accuracy and reliability, and student data is systematically recorded using an Excel-based tracking system provided by the Aldar central assessment team, monitoring both attainment and progress at individual and group levels. Termly pupil progress meetings involving the Principal, Assistant Principal, Heads of Department, and teachers are conducted to identify students requiring additional support, with the inclusion department providing further screening through a structured teacher referral system. A robust and structured assessment timetable ensures regular and consistent monitoring of student attainment and progress in core subjects at key points throughout the academic year.
- The school effectively benchmarks students' academic performance in English-medium subjects against international standards through the Measures of Academic Progress (MAP) assessments in English, mathematics, and science. Students in KG2 1 to Grade 10 participate in MAP reading and mathematics, while MAP science is undertaken by students in Grades 3 to 10, and MAP language use is taken by students in Grades 2 to 10. In addition, students in Grades 3, 5, 8 and 10 sit for the Arabic Benchmarking Test (ABT) in Arabic. The school also participates in major international assessments, including TIMSS (2023), PISA (2022), and PIRLS (2021). Furthermore, opportunities are provided for older students to sit for Advanced Placement (AP) tests, supporting pathways for higher academic achievement.
- The school conducts a systematic and detailed analysis of assessment data to monitor student progress effectively across all phases. Assessment data is consistently recorded, centralized, and analyzed, ensuring accurate tracking of individual and group progress over time. The internal unit tracking system, updated at the end of each term, allows teachers to compare progress across units and benchmark results against curriculum standards and UAE averages. This data is used to inform lesson planning, adjust instruction, and implement targeted interventions for students needing additional support or challenge. Assessment records are regularly updated and accessible to teachers, middle leaders, and senior leaders, allowing for comprehensive progress monitoring at grade and department levels. Pupil progress meetings ensure that students not meeting expectations receive timely support. The integration of data analysis into line management meetings ensures that student performance is continuously reviewed.
- Teachers use assessment information effectively to adapt curriculum, teaching, and interventions, ensuring most students' learning needs are met. Assessment for Learning (AfL) is consistently used to check understanding and track progress, with teachers providing clear feedback and in the best lessons they provide personalized feedback, aligned with the school's policy. However, feedback could be further refined to extend learning for higher-achieving students. Data analysis at the end of each unit helps identify trends and implement targeted interventions, with regular data team meetings ensuring a proactive approach to student progress tracking. Differentiation based on prior attainment and tiered success criteria support appropriate levels of challenge. While assessment

data is well-integrated into teaching, more structured strategies to influence real-time classroom decision-making would further enhance student progress.

- Teachers have a clear understanding of individual student strengths and weaknesses, using formative assessment effectively to track progress and provide feedback, though there is room to make feedback more actionable. MAP and CAT4 data, analyzed by teachers and school leaders, informs curriculum adaptations, student interventions, and grouping strategies to support progress. Book moderations and lesson observations show that students occasionally assess their own learning using student-friendly success criteria, and further embedding this practice across grades and subjects would enhance consistency. Bespoke professional development (CPD) supports teachers in utilizing assessment data effectively to provide focused challenge, support, and feedback. Expanding opportunities for student self and peer assessment would strengthen independent learning and a student-centered approach.

### **Next Steps:**

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1. Increase real-time application of assessment data to adjust teaching strategies dynamically within lessons.
2. Ensure consistent, personalized feedback that extends learning for higher-achieving students.
3. Expand student self and peer assessment opportunities to promote greater ownership of learning.

## PS4: Curriculum

### Curriculum design and implementation

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

#### Findings:

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- The curriculum has a clear rationale aligned to the vision of the school, Abu Dhabi, and the UAE. The foundation for the curriculum are the Massachusetts Common Core State Standards, (MA CCSS), Next Generation Science Standards (NGSS), Society of Health and Physical Educators (SHAPE), Advanced Placement, Creative Curriculum in KG, and the Ministry of Education (MOE) guidelines for Arabic medium subjects in all phases.
- The curriculum is well balanced in the development of knowledge, skills and understanding in students learning across subjects and grade levels. The curriculum fulfils the requirements of the school's authorized/licensed curriculum and the national statutory requirements.
- The curriculum is well-structured with horizontal and vertical development that develops a logical and progressive learning sequence. The development of cross school and department consistency with curriculum design and enhanced scope and sequences of the K12 curriculum is developing. Seamless transitions from one phase to the next prepare students for their next phase of learning particularly from KG to grade 1, grade 5 to grade 7, and grade 8 to 9 as well as grade 12 for postsecondary.
- The curriculum offers older students a variety of options, including 17 AP courses and a selection of electives tailored to support their talents, interests, and future goals with some options that meet the needs of gifted and talented students.
- The curriculum incorporates real-world connections, particularly those relevant to the UAE in lessons. However, the integration of cross-curricular learning skills within projects and activities that effectively link the transfer of skills across topics, standards, and practices varies across subjects and phases.
- The school conducts regular curriculum reviews, with grade-level and subject teachers meeting frequently to identify gaps and assess the curriculum effectiveness. The school has prioritized the development of a comprehensive reading and literacy program to support the high proportion of ELL students, ensuring they can fully meet curriculum standards and meet the needs of students with diverse abilities.

#### Next Steps:

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1. Ensure the structured integration of cross-curricular learning across all phases and subjects.
2. Embed reading and literacy strategies into all curricular areas to ensure ELL students can access the curriculum.
3. Develop further the range of curricular options and learning pathways for students of all abilities, especially gifted and/or talented students.

## Curriculum adaptation

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

### Findings:

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- The curriculum effectively incorporates modifications and provides resources to meet the needs of most student groups, including Individualized Education Plans (IEPs) for SEND students and Advanced Learning Plans (ALPs). Gifted and talented students, as well as English Language Learners (ELLs), would benefit from receiving the same level of targeted support across all subject areas.
- The curriculum offers a wide range of extracurricular opportunities that cater to students' academic, cultural, creative, and athletic interests while supporting their talents and future aspirations.. Opportunities for enterprise, creativity, innovation and social contribution vary in subjects and phases.
- The curriculum establishes a range of learning experiences that strengthen students' understanding and appreciation of Emirati culture and UAE society in lessons, the school and the community.

### Next Steps:

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1. Strengthen the integration of enterprise, creativity, innovation, and social contribution across all subjects and grade levels.
2. Ensure that gifted and talented students, as well as English Language Learners (ELLs), receive consistent, targeted support in all subject areas by implementing clear strategies, differentiated instruction, and additional resources.
3. Further enrich learning experiences that promote students' understanding of Emirati culture and UAE society by expanding community partnerships, incorporating real-world learning opportunities, and embedding cultural appreciation more deeply across the curriculum.

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

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

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

#### Findings:

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- The school has rigorous procedures in place for safeguarding students, including child protection. These arrangements are clearly outlined in a written policy, which is shared with all stakeholders via the school portal. All staff members are required to sign a copy of the policy to confirm that they have read and understood it. The school provides mandatory child protection and safeguarding training for all employees, and attendance is carefully recorded. In addition, the school takes proactive measures to protect students from all forms of bullying, including cyberbullying. An anti-bullying campaign, organized by the social worker and supported by the entire Discipline Committee, was conducted across the school. The school also educates students on how to stay safe while using the internet and social media.
- All staff, students, and parents are fully aware that the school prioritizes health and safety, ensuring that every member of the school community feels cared for and secure. The school has established a Safety Team, trained to manage any type of crisis. The Health and Safety Committee includes representation from all stakeholders and maintains daily communication to address any concerns that may arise and require immediate attention. Duty schedules are carefully organized to ensure students' safety during arrival, breaks, and dismissal times. The school also has a clear transportation policy, which is communicated to all stakeholders. Emergency evacuation plans are in place for each building, and risk assessments have been conducted for science labs, IT rooms, clinics, gymnasiums, and all school events. Mitigating actions are taken to ensure that health and safety standards are consistently met. The school complies with all legal requirements, conducting regular emergency fire evacuation drills in accordance with Civil Defense regulations.
- The school contracts external organizations to manage various health and safety functions, including 24/7 CCTV and alarm systems, round-the-clock site security, regular pest control, routine water quality testing, laboratory chemical disposal, and daily cleaning services. All necessary regulatory checks for these essential functions are current, and all contracts are with approved providers. The school has a well-equipped medical clinic staffed by three outsourced certified nurses. Essential medicines are securely stored in a locked cupboard within the clinic, and nurses are responsible for supervising and administering medication to students. The nurses maintain detailed and secure incident records, along with up-to-date vaccination and medical information.
- The premises, equipment, and resources are of excellent quality and are exceptionally well-suited to the needs of the curriculum and all students, including those with special educational needs and children in the early years. Both the operations and support teams maintain detailed records that

document actions taken and tasks completed. Additionally, records are kept for other critical areas such as fire safety, swimming pool maintenance, and water testing. The school has robust data management systems in place, consistent across all Aldar Academies. Assessment, social, and behavioral records are securely stored on Engage and other internal platforms, ensuring that informed decision-making is supported.

- The school premises offer a safe and inclusive learning environment for all members of the school community. All areas of the school are fully accessible to individuals with mobility or physical disabilities. Accessibility features include ramps, elevators, evacuation chairs, and specialized toilets on each floor. Dedicated spaces are available to support pull-out interventions and in-school therapy in collaboration with external centers. Age-appropriate learning zones are well-equipped with resources to enhance the educational experience for all learners.
- The vibrant, outsourced canteen offers a wide range of healthy drinks and meals, free from artificial additives, trans fats, GMOs, and preservatives, and complies with ADEK guidelines. The menu is tailored to meet the age-specific nutritional needs of students. However, some students occasionally make unhealthy food choices. The school actively promotes the importance of exercise and fitness, ensuring that all students have daily outdoor recreation and access to after-school sports activities. The main outdoor play area is equipped with shock-absorbent matting, and outdoor spaces are shaded and carefully monitored for air quality, temperature, and humidity, ensuring a safe play environment. Regular hydration is also encouraged throughout the day.

### **Next Steps:**

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1. Further enhance the school's promotion of healthy living so that it clearly influences all aspects of school life.
2. Continue to identify potential current risks and update the risk assessment policy accordingly.

## Care and support

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

### Findings:

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- There are very positive relationships between staff and students in the school which promote highly purposeful and productive learning environments in classrooms and around the campus. The regular surveys of students and parents and staff indicate that students feel safe and secure at school and that they understand the behaviour policy and school code of conduct. Teachers and students make very effective use of the online rewards and sanctions system to promote and sustain positive behaviour at all times.
- School leaders accurately record attendance and punctuality and diligently follow-up any concerns with students and their families. They ensure that everyone understands the link between high rates of attendance and punctuality and academic and personal achievement. School leaders are aware that attendance rates need to improve and they regularly review all their systems to see how to make them even more effective.
- There are thorough systems in place for identifying students who have additional needs including special educational needs and disabilities. The school has identified and registered 112 (approximately 10%) students of determination (SoD), with equal numbers requiring the three tiered levels of support available. School strategies for SoD identification include cognitive assessments on entry and periodically thereafter, teacher and inclusion team observations, parental views, guidance from other agencies. There are 21 students (approximately 2%) identified as gifted and talented (G&T). Systems currently in place identify students who have academic gifts and talents, but do not identify cultural, artistic or sporting talents. Most are identified by means of teacher referral and cognitive and curriculum assessments.
- The school's effective systems for supporting SoD include detailed, personalised documented learning plans (DLP). These comprehensive and highly individualised plans contain relevant, measurable targets. Teachers, parents and where possible, students themselves, contribute to DLP planning and to the regular review meetings which ensure the plans' continuing appropriateness. Inclusion team staff support subject teachers' work to modify curriculum and lesson plans to ensure that the needs of all students are successfully addressed. The scheduled pull-out groups organised by inclusion team members provide effective support for SoD to target specific learning needs and to help them improve achievement. Students who are learning English as an additional language are similarly well-supported through personalised planning and teaching. There is a lack of consistency in the challenge offered to G&T students across the curriculum and advanced learning plans (ALP) are not so well-organised.
- The well-being and personal development of students are efficiently monitored by teachers, pastoral staff and the school nurse so that students' academic and personal strengths and needs are well-known to the people who work with them. There is a specialist team in place to offer careers guidance for older students, and to assist students to choose curriculum options which will prepare them suitably for university education and the world of work. Former students play a helpful role in guiding and mentoring current students as they prepare for life after school.

### **Next Steps:**

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1. Extend systems for identifying gifted and talented students so that these encompass cultural and sporting gifts and talents in addition to academics.
2. Strengthen systems for identifying EAL students so that these are in place in all phases.



## PS6: Leadership and Management

### The effectiveness of leadership

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Performance Indicator	Quality judgement
The effectiveness of leadership	Good

#### Findings:

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- The senior leadership team in the school, led by the principal, sets a very clear strategic direction and promotes a broad vision, in line with UAE and Abu Dhabi priorities, which is shared by stakeholders. They facilitate an inclusive school.
- The leaders are dedicated and have a thorough knowledge of the curriculum and what constitutes best practices in teaching, learning and assessment. They are focused on raising students' achievements. They have established an inclusive and purposeful learning culture.
- Relationships in the school, and the two-way communication with stakeholders, are highly professional and effective. The school distributes leadership effectively and promotes collective responsibility throughout the school. However, there is not consistent rigor in the extent to which all department leaders are called to account for their responsibilities. Morale throughout the school is very positive.
- A key priority for improvement in the school is improving the outcomes of the students in Islamic education, Arabic as a second language, and Social Studies. This inspection shows that some progress has been made in each of those subjects, and more is needed. School leaders have shown themselves to be very effective in anticipating and addressing potential barriers to improvement.
- Leadership has been innovative, for example, in its establishment of the Service Learning Curriculum and the establishment of the English Language Learner (ELL) Program in Phase 3. Almost all middle leaders are held accountable for the performance of their area of work and this promotes collective responsibility. Leaders ensure that the school is compliant with statutory and regulatory requirements.

#### Next Steps:

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1. Continue to build teachers' skills in using data to inform teaching and learning and ensure this is a consistent practice across the school.
2. Implement a more rigorous system for monitoring and evaluating department leaders' performance to ensure consistent accountability and drive further improvements across all areas.
3. Enhance targeted intervention strategies, professional development, and resource allocation to improve student outcomes in core curriculum subjects.

# School self-evaluation and improvement planning

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

## Findings:

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- Staff members carry out self-evaluation which is systematic, but needs to be more rigorous. Senior and middle leaders use information from a range of sources including: learning walks; book scrutiny, views from parents and students, and lesson observations to monitor the school's effectiveness. Leaders know the school's strengths and areas for development and identifies with reasonable accuracy, the key priorities for improvement.
- Middle and senior leaders are responsible for the quality assurance of their teams. For almost all subjects, this involves systematic and appropriate monitoring, leading to an effective evaluation of the quality of teaching and learning and their effect on students' outcomes.
- Almost all school improvement plans are coherent and based on systematic self-evaluation, which is not consistently accurate. They contain strategic and operational actions, for example, the embedding of the pastoral House System. Other examples include: the 'development of student leadership structures. These types of initiatives result in sustained positive effects on students' achievement.
- There has been significant progress in addressing almost all of the recommendations from the report of the previous inspection. The school has shown sustained improvement over time in most key areas. For example, teachers have developed their skills in using data to inform their lesson planning; however, the implementation of this is not yet consistent across the school.


## Next Steps:

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1. Strengthen the self-evaluation process by ensuring a more systematic and evidence-based approach, leading to greater accuracy in identifying areas for improvement.
2. Support middle and senior leaders in refining their quality assurance processes to ensure consistency across all subjects, with a sharper focus on evaluating the impact of teaching on student outcomes.
3. Further develop teachers' ability to use data effectively in lesson planning and assessment, ensuring its consistent application across all subjects to enhance student achievement.

## Parents and the community

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Performance Indicator	Quality judgement
Parents and the community	Very Good 

### Findings:

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- The school successfully engages parents as partners in their children's learning through Parent Information Meetings, Curriculum Workshops, Parent-Teacher Consultations, and Open Mornings. Events such as Principal Coffee Mornings, guest speaker sessions, and presentation evenings further strengthen parental involvement. Initiatives like the 'Helping Hands' volunteer group provide opportunities for parents to actively contribute to the school community. Parents' perspectives are considered in school improvement planning, though enhanced engagement and structured inductions for new parents would ensure they stay informed about events and initiatives. The school fosters strong relationships with parents by ensuring staff accessibility and responsive support through the Parent Relations Executive (PRE). The parent group plays a key role in enrichment activities, including International Day, National Day, charity events, and the annual community Iftar, while also collaborating with leadership to develop and maintain local partnerships. Parental involvement continues to positively impact student learning and overall school improvement.
- The school employs a range of communication channels to keep parents informed, including parent-teacher consultations, information meetings, newsletters, emails, SMS notifications, and social media platforms. Digital tools like Seesaw and Microsoft Teams provide direct access to students' learning, while the Parent Handbook offers clear guidance on communication protocols. The Parent Relations Executive (PRE) ensures timely responses to inquiries and concerns, with a structured complaints policy monitored through ADEK's portal. Parents of students of determination (SoD) receive supplementary reports, half-termly meetings, and continuous support from the Inclusion Team. While established parents find communication effective, new parents require clearer guidance on accessing school updates and involvement opportunities. Leadership maintains a transparent response timeline, with teachers replying within 48 hours and senior leaders within 24 hours. Orientation sessions, showcase events, and leadership-led forums further strengthen parental engagement, ensuring a collaborative partnership that supports student progress and well-being.
- Parents receive termly reports that provide detailed insights into student attainment, next-step targets, and areas for improvement. Reporting structures have been refined based on parental feedback, improving clarity and usability to better support student progress. The reports include comments on students' positive education and emotional intelligence, aligned with the "YAA Character for Learning". For Pre-KG students, progress is shared via digital portfolios, offering a structured overview of their development. Formal parent-teacher review meetings are conducted twice a year, with additional Grade 12 PTCs supporting students' post-secondary planning and course selection. Parents also receive MAP family reports in Term 1 and 2, outlining individual attainment and growth in core subjects, forming the foundation for goal-setting discussions.
- The school actively engages with local, national, and international communities through partnerships with Aldar Education, ADISSA, SeaWorld, HSBC Future Golf, and NYU, providing students with real-world learning and career exploration opportunities. Leadership roles in Student Council, Sustainability, and STEM Committees, along with participation in MUN, ADISSA sports, and global competitions, enhance students' skills and global awareness. University fairs, career workshops, and parental involvement in Careers Week further support student development. Expanding international collaborations and structured community service initiatives, particularly for gifted and talented

students, would further broaden learning experiences and leadership opportunities.


### **Next Steps:**

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1. Enhance new parent engagement with targeted orientation and clearer communication on school activities.
2. Refine reporting processes to ensure a stronger balance between academic progress and personal development.
3. Expand international partnerships and community service initiatives to enhance student leadership opportunities and real-world learning.

## Governance

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Performance Indicator	Quality judgement
Governance	Very Good 

### Findings:

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- Governance includes representation from nearly all stakeholder groups. The Governing Board, comprising representatives from the Aldar School Network, actively seeks and considers stakeholder perspectives, enabling it to develop a comprehensive understanding of the school.
- With a strong presence of experienced educationalists, the Board systematically monitors the school's performance through various measures, including learning walks. It holds senior leaders accountable for student achievement, personal development, and overall school outcomes.
- The Governing Board ensures that the school has access to well-qualified staff and high-quality resources.
- The Board plays a significant role in shaping the school's leadership and strategic direction, ensuring transparency, accountability, and full compliance with statutory and regulatory requirements.


### Next Steps:

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1. Increase the rigour with which the governors hold the school's leadership to account for the quality of the school's self-evaluation in all subjects.
2. Increase the effectiveness of communication between the Governing Board and all stakeholders.
3. Provide additional professional development for middle leaders to ensure greater consistency in how they carry out their duties; and for teachers on use of assessment data.

## Management, staffing, facilities and resources

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

### Findings:

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- The school's daily management is highly efficient, well-organized, and has a positive impact on student outcomes. The school operates smoothly with few distractions. Staff and students are knowledgeable of the school routines and policies including those that promote attendance and punctuality. The school timetabling procedures ensure that time is optimized for student learning.
- The school is appropriately staffed to fulfil the vision and mission, with all staff being well-qualified and effectively deployed. The school offers a comprehensive professional development program for all teachers that is ongoing throughout the school year and seeks their input on topics. The school induction program ensures new educators are prepared for teaching as well as for living in the UAE. Teacher professional development is targeted and aligned with the school priorities including curriculum development, data driven planning, unpacking standards, developing differentiated learning activities, and working with ELL and other groups of students.
- The school's premises and facilities are of a high standard, providing an environment that supports high-quality teaching and learning. Classrooms are spacious and well-equipped, although at times there is congestion with students moving in and out of the same classrooms and in the smaller classrooms. Specialist rooms are well-equipped and resourced. Throughout the school, numerous breakout areas allow students to work independently. The sporting facilities inside and outside of the school are spacious and support curricular and extracurricular activities. Fixtures, fittings, and furniture are of high quality, well-maintained, and aligned with educational needs. Additionally, the school ensures accessibility for all users.
- The school is well-equipped with a diverse range of high-quality, up-to-date resources and specialist facilities that align with curriculum requirements and effectively support both teachers and students. These resources are strategically utilized across all phases and subjects to enhance student learning and development. Learning technologies are seamlessly integrated into lessons, fostering engagement and promoting active learning. The school ensures equitable access to materials that support diverse learning needs and contribute to academic success.

### Next Steps:

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1. Continue to ensure targeted professional development, matched to individual teachers' and school needs.
2. Develop innovative solutions to avoid congestion in some of the classrooms.
3. Continue to ensure that the school's day to day management has a positive impact on students' achievements, including those measures which promote punctuality and attendance.

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