

Irtiqa'a School Inspection

AY 2024/25

The Philippine School

Rating: Acceptable

Contents

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

School Information

General Information	
 Name	The Philippine School
 Esis Number	9252
 Location	59, Barqa 'Awwad St, Bani Yas, Abu Dhabi, 24418
 Telephone	025831044
 Principal	JESUS JR SANTING OSTOS
 Inspection Dates	11 to 13 Feb 2025
 Curriculum	Philippine

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	562
Number of Emirati students	0
Number of students of determination	11
Largest nationality group of students	Philippines - USA - India

Information On Teachers

Number of teachers	49
Nationalities	Philippines - Sudan - Egypt

Changes since the previous inspection

Since the last inspection in 2022, the school's overall judgment has remained unchanged at Acceptable.

Overall, Arabic-medium subjects have remained stable across all phases, maintaining their previous performance levels. Students' achievement in Arabic as a second language remains Weak in Phases 2 and 3, with less than a quarter of students performing in line with expectations and only a majority making the expected progress in lessons and assessments. Students' achievement in Islamic Education remains Acceptable across Phases 2, 3, and 4. This is attributed to the inconsistent accuracy of students' reading of Ayat from the Holy Qur'an, which limits further improvement. In contrast, students' achievement in UAE Social Studies has remained Good, reflecting their ability to demonstrate secure knowledge of citizenship, government, the individual, and society.

Overall, students' achievement in English-medium subjects has shown improvement in some phases, remained unchanged in others, and experienced some regression in certain areas. In English, students' achievement was previously Good across all phases but has now declined to Acceptable in Phase 1, remained Good in Phases 2 and 3, and improved to Very Good in Phase 4. This improvement in Phase 4 is due to the large majority of students demonstrating enhanced reading and comprehension skills, along with most student groups making better-than-expected progress in both lessons and internal assessments. In mathematics, achievement remains Acceptable in Phase 1, while in Phases 3 and 4, it has improved from Acceptable to Good. This progress is attributed to better teaching practices, allowing students to effectively apply mathematical skills in both theoretical and practical problem-solving. Additionally, student performance in lessons, as well as in internal and external assessments, particularly in the higher phases, has contributed to this improvement. However, in science, students' achievement has declined from Good to Acceptable in Phases 1 and 2 due to limited opportunities for investigation and problem-solving during lessons. In Phase 3, achievement has improved from Acceptable to Good, as

students have demonstrated stronger performance in international assessments, showcasing skills such as scientific knowledge and application of knowledge. In Phase 4, achievement remains Good, maintaining students' ability to apply scientific concepts.

As a result of students' progress and performance, learning skills vary across phases. In Phase 1, they have declined from Good to Acceptable, while in Phases 2 and 3, they have remained unchanged at Acceptable. In Phase 4, students have sustained their Good level. Most students interact purposefully in lessons, with older students collaborating effectively and expressing themselves confidently, while KG students are still developing these skills. Students make connections across subjects, use technology in basic ways to support learning, and demonstrate creativity and innovation. They engage in critical thinking and problem-solving across most subjects and phases; however, opportunities for real-life application and independent research remain inconsistent.

Performance Standard 2, which assesses students' personal and social development and innovation skills, was not evaluated in the previous inspection. In Phase 1, students' personal development is now judged as Acceptable, while in other phases, it is Good. Students' understanding of Islamic values and their awareness of Emirati and world cultures are consistently judged as Good across all phases. They demonstrate a respectful understanding of Islamic values and principles, recognizing their influence on UAE society, actively participating in Islamic celebrations, and showing appreciation for Emirati culture and heritage through national events and classroom displays. While they take pride in their own culture, their ability to compare and discuss world cultures remains limited. Students' social responsibility and innovation skills are now judged as Acceptable across all phases. While they contribute to school life, participation remains limited to the same groups.

Teaching follows a similar pattern to students' learning, with teaching regressing from Good to Acceptable in Phase 1, remaining at an Acceptable level in Phases 2 and 3, and sustaining a Good level in Phase 4, reflecting the quality of students' achievements and their development of learning skills. In KG, subject knowledge is less consistent, particularly in phonics, and teachers' understanding of how young children learn is still developing.

Assessment remains at an Acceptable level across all phases, with the same Acceptable but Good in Phase 4 judgments applied to the school's assessment procedures. The school has efficient processes for comparing student performance internationally, using tests and examination results benchmarked against appropriate international standards. However, data analysis remains a challenge, particularly in understanding the discrepancies between internal and external assessments. In Phase 4, teachers' assessment of students' work is more rigorous, as it aligns more closely with the demanding entry requirements for universities.

Performance Standard 4, related to the curriculum, was not evaluated in the previous inspection. The curriculum design and implementation is now judged as Acceptable in Phase 1 and Good in Phases 2, 3, and 4. It has a clear rationale, balance, and progression, ensuring continuity in learning and allowing students to build on prior knowledge and skills systematically. This reflects the school leaders' commitment to providing a structured and coherent curriculum. Curriculum adaptation is now judged as Acceptable across all phases. While it is adequately modified to support most students, adaptations based on assessment data remain limited. Extracurricular activities and initiatives enhance student engagement and skill development, but they are offered inconsistently and primarily benefit older students.

Health, safety, safeguarding, and child protection, remain Good across all phases, consistent with the previous inspection. However, care and support has declined from Good to Acceptable due to partially effective identification systems for students of determination (SoD) and gifted and talented (G&T) students. A low identification rate of 2% indicates that some students in each phase lack proper recognition or support through individual education plans (IEPs) or advanced learning plans (ALPs). Additionally, individualized plans are not consistently implemented by teachers, and the absence of in-school support services (ISSS) for students with additional learning needs further contributes to these challenges.

Performance Standard 6, covering leadership and management, sustained the same judgments as the previous inspection, with leadership effectiveness, self-evaluation, and staffing and resources remaining Acceptable, while parental involvement and governance remained Good. School leaders have a clear vision aligned with UAE national priorities, fostering an inclusive environment, yet limited impact on improvement due to staff turnover, inconsistent teaching quality, and resource shortages. Self-evaluation

remains Acceptable, as while leaders use evaluation strategies, data analysis lacks rigor, particularly in identifying discrepancies between internal and external assessments, and lesson observations are often overly optimistic, limiting accountability. Parental involvement remains Good, with active engagement through the Parent Teacher Council and contributions to social and charitable initiatives. Governance is also Good, as leaders maintain strong ties with parents and students, though their oversight of school improvement remains limited. Staffing, resources, and management remain Acceptable, with smooth operations and moderate staff turnover mitigated by continuity strategies. However, professional development is not personalized, and its impact on teaching and learning is not systematically monitored. Limited resources, including technology constraints, inadequate science lab materials, and a small library collection, continue to hinder learning opportunities across phases.

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

The school demonstrates a strong commitment to benchmarking student performance against international standards by participating in global assessments such as PISA (2022), TIMSS (2023), and PIRLS (2021). School leaders have a clear understanding of these frameworks and ensure alignment with curriculum standards to enhance student readiness for international benchmarking.

To support student preparation, the school upskill teachers through various assessment activities and curriculum modifications, integrating higher-order thinking skills (HOTS) questions into daily lessons. Mock assessments modeled after IBT/PISA formats are conducted regularly, with dedicated assessment-based activities scheduled each Friday. These structured initiatives ensure that students are familiar with the format, structure, and cognitive demands of international assessments, reinforcing critical thinking, problem-solving, and analytical skills across mathematics, science, and literacy.

This approach reflects the school's ongoing efforts to strengthen student outcomes and enhance performance in future assessments, ensuring continuous improvement in line with global benchmarks.

Performance in standardized and international assessments

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

Standardized Assessments

The Philippine School actively participates in the ACER IBT (Australian Council for Educational Research International Baseline Tests), an internationally recognized assessment developed by ACER, designed to benchmark students' performance against international standards in English, Mathematics, Science, and Arabic across Grades 3 to 10. The school recently participated in the GL assessment for AY 2023/24 to benchmark student attainment in English, Mathematics, and Science across Grades 3 to 9.

In AY 2023/24, the ACER IBT assessment results in English indicate Weak attainment in Grades 3 to 7 and Grade 10, while Grade 8 students achieve Good attainment, and Grade 9 students attain a Very Good level. In terms of progress, students across Grades 3 to 10 demonstrate Weak progress, except for Grade 8, where progress is Acceptable, and Grade 9, where progress is Good, highlighting varying levels of skill development across the phases.

In AY 2023/24, the ACER IBT assessment results in mathematics indicate Weak attainment across all grades, except for Grade 9, where students achieve Acceptable attainment. Regarding progress, it remains consistently Weak across Grades 3 to 10, indicating a need for enhanced interventions to support conceptual understanding and mathematical proficiency.

In AY 2023/24, the ACER IBT assessment results in science indicate Weak attainment across all grades. Similarly, progress is also rated as Weak across all grade levels, suggesting limited development in scientific inquiry and analytical reasoning skills.

In AY 2023/24, the ACER IBT assessment results in Arabic indicate Weak attainment across Grades 3 to 10. Similarly, progress remains Weak across all grade levels, reflecting challenges in language proficiency, comprehension skills, and overall language development. In Arabic, both attainment and progress are consistently Weak across Grades 3 to 10, reflecting challenges in language proficiency and comprehension skills.

In AY 2023/24, the GL assessment results in English, Mathematics, and Science indicate Weak attainment across Grades 3 to 9 in all three subjects.

International Assessments: TIMSS, PISA, PIRLS

The most recent PISA 2022 results for 15-year-old students show varied performance across subjects compared to both the school's targets and the PISA international averages.

- In reading literacy, students scored 481.7, which did not meet the school's target of 484.1 but exceeded the PISA international average of 476.
- In mathematical literacy, students achieved 480.1, successfully meeting the school's target of 472.1 and surpassing the PISA international average of 472.
- In scientific literacy, students attained 498.6, exceeding both the school's target of 479.7 and the PISA international average of 485, demonstrating scientific reasoning.

In the TIMSS 2023 assessment, results indicate mixed achievement across Grade 4 and Grade 8 in mathematics and science.

- In Grade 4 mathematics, students scored 501.73, placing them at the intermediate proficiency level and below the school's target of 539.09.
- In Grade 8 mathematics, students achieved a score of 494.27, also at the intermediate proficiency level and below the school's target of 545.48.
- In science, Grade 4 students scored 529.37, remaining at the intermediate proficiency level and falling short of the school's target of 547.75.
- In Grade 8 science, students attained a score of 539.92, placing them at the intermediate proficiency level and below the school's target of 574.40.

There are no PIRLS 2021 results available for the school.

Reading

The school actively promotes reading in Arabic and English by encouraging students to read regularly in lessons, visit the school library, and use the online reading platform at home. The library space is functional but has scope for enhancement, with a small selection of books, minimal visual displays, and no dedicated reading areas tailored to different age groups. While students can access the reading platform on their personal devices, there are currently no in-school digital resources to support reading. The book collection primarily consists of reference and non-fiction texts, with limited fiction books, magazines, and diverse age-appropriate materials to further engage students. Additionally, the library environment could be more inviting, with opportunities to incorporate comfortable furnishings and interactive displays to encourage reading for pleasure.

Reading is integrated into lessons across phases, with Phase 1 students developing early phonics and letter recognition skills, progressing to more complex texts as they advance. In English, students engage with varied genres, summarize texts orally and in writing, and contribute articles to the school magazine. The "Drop Everything and Read" initiative is implemented periodically, and an annual language development

month fosters students' interest in language and literacy.

Teachers routinely assess reading progress in Arabic and English, though there is no centralized system to track students' reading habits or usage of the online reading platform. Reading progress is communicated to parents through quarterly reports, and they are encouraged to support reading at home. The school also arranges visits to community libraries, providing additional opportunities for students to engage with reading beyond the classroom.

Strengths of the school

- The school's success in meeting its PISA 2022 targets in science and mathematical literacy reflects its commitment to continuous academic improvement and alignment with international benchmarks.
- Students in Phases 3 and 4 develop strong learning skills across core subjects, enabling them to think critically, apply knowledge effectively, and enhance their overall achievement.
- High levels of attendance and student engagement highlight their enjoyment of school, with positive behavior and respectful relationships evident in lessons and throughout the school.
- Effective safeguarding systems ensure a safe and secure environment, with robust measures in place to protect students' well-being.
- Parents are actively engaged as partners in their children's education and contribute meaningfully to strategic planning through their representation on the Parents' Council.
- Strong day-to-day management ensures that school routines run smoothly, effectively supporting both students and staff.

Key Recommendations

1. Improve the quality of students' overall achievements to become consistently good or better across all phases by:

- improving students' literacy and numeracy skills so that they are consistently good.
- developing a resource-bank of reading materials which are age-appropriate and stimulating.
- enhancing students' learning skills so that they take appropriate levels of responsibility for their own learning.
- providing consistently high levels of support and challenge for low attainers and high attainers in all lessons.
- Ensuring that students develop skills which prepare them appropriately for life in the wider society and the world of work, including enterprise and the use of new technologies.
- Extending resources in the library and laboratories so that students regularly undertake investigations and inquiries.

2. Improve strategies and provision for effective teaching, assessment, and curriculum, by:

- ensuring that assessment data is used effectively to inform teaching and curriculum planning.
- strengthen differentiation to meet the needs of all learners, including high achievers and students requiring additional support.
- ensuring that the curriculum provides sufficient challenge and progression across all phases, with a stronger emphasis on higher-order thinking skills, inquiry-based learning, and real-world application.

- enhancing the use of formative and summative assessments to provide timely and meaningful feedback that drives student improvement.
- ensuring that students take greater ownership of their learning by incorporating more self-reflection, goal-setting, and peer collaboration.

3. Strengthen systems for identifying and supporting students of determination and gifted and talented students, by:

- evaluating the effectiveness of current identification processes to ensure all SoD and G&T students are accurately recognized and supported.
- ensuring accurate tier placement by refining teachers' assessments so that students receive the appropriate level of support based on their individual needs.
- implementing a comprehensive school-wide data analysis system to identify students performing significantly above or below curriculum standards.
- conducting rigorous data analysis to inform targeted planning that addresses the specific learning needs and strengths of SoD and G&T students.
- ensuring the effective implementation of IEPs for students who require them, with clear, measurable goals.
- regularly monitoring the quality and impact of IEPs and ALPs as part of school evaluation procedures to ensure they remain effective in supporting student progress.

4. Improve the impact of school leadership by:

- enhancing the rigor of lesson observations and teacher feedback to ensure a precise and accurate evaluation of teaching and learning quality.
- improving student progress tracking systems across all subjects and phases to effectively identify, analyze, and address inconsistencies in assessment outcomes.
- developing school leaders' expertise in best practices through targeted professional development and exposure to high-performing educational models.
- enhancing the quality and utilization of resources by improving access to teaching materials, upgrading technology, and strengthening subject-specific resources.
- strengthening leadership accountability through structured monitoring and evaluation to drive continuous school improvement.

5. Improve outcomes in PISA, TIMSS and PIRLS international assessments and aim to meet the set targets by:

- aligning curriculum with international assessment frameworks to ensure that students develop the necessary skills, knowledge, and competencies assessed in PISA, TIMSS.
- embedding higher-order thinking, inquiry-based learning, and problem-solving skills into daily lessons to enhance students' critical analysis, reasoning, and application of knowledge.
- upskilling teachers through professional development focused on international assessment methodologies, data-driven instruction, and best practices in teaching literacy, mathematics, and science.
- strengthening the use of data analytics to identify trends in student performance, gaps in understanding, and areas requiring additional support or curriculum adjustments.

Overall School Performance: **Acceptable**

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

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

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

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

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	Good	Good	Good	Good
Care and support	Acceptable ↓	Acceptable ↓	Acceptable ↓	Good

PS6: Leadership and Management

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

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	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable

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 Phases 2, 3 and 4 attain levels that are above curriculum standards. This high level of attainment does not align with the level of students' knowledge, skills and understanding observed in lessons.
- There are no external, national, or international Islamic education assessments for grades 1-12.
- In lessons and in their recent work, most students across Phases 2, 3 and 4 demonstrate knowledge of the Holy Qur'an and Hadeeth, Seerah and the Islamic values and principles that are in line with curriculum standards.
- As Islamic Education was only recently introduced at the school, assessment data is available solely for AY 2023/24, and therefore, no trend analysis can be established at this time.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phases 2, 3, and 4 make better-than-expected progress in relation to individual starting points and the curriculum standards.
- Based on lesson observations and scrutiny of students' work, most students across Phases 2, 3, and 4 make the expected progress in relation to appropriate learning objectives aligned with curriculum standards.

- The school analyzes assessment data to compare the progress of various student groups, including girls, boys, students with additional learning needs (ALN), students of determination (SoD), gifted and talented (G/T) students, and high- and low-attaining learners. Data results indicate that boys and girls make similar progress in Phases 2 and 4, both making Outstanding progress. However, in Phase 3, boys outperform girls, with boys making Outstanding progress while girls make Good progress. The school data also shows that most high-attaining students in Phases 2, 3, and 4 make better-than-expected progress, achieving Outstanding progress. In contrast, low-attaining students in these phases make the least gains, demonstrating Very Weak progress, significantly lower than their higher-attaining peers. While a majority of low-attaining students make expected progress, they do not progress at the same rate as high achievers. There is no progress data available for G&T students or students with additional learning needs, including students of determination. In lessons, higher-attaining students do not consistently make enough progress from their starting points, while low-attaining students struggle to accelerate their learning due to limited opportunities. Meanwhile, boys and girls make equal and expected progress overall.

Next Steps:

1. Accelerate the progress of low attainers in Islamic Education.

Arabic as a second language

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

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 less than three-quarters of students in Phase 3 attain levels that are in line with curriculum standards.
- The school has administered the International Benchmark Test (IBT) to benchmark students' attainment in Arabic from Grades 3 to 10 in Phases 2 and 3. Results for AY 2023/24 indicate that less than three-quarters of students in these phases attain levels in line with international benchmarks for Arabic as a second language.
- In lessons and recent work, less than three-quarters of students in Phases 2 and 3 demonstrate listening, comprehension, and reading skills that are in line with curriculum standards.
- Over the past three years, the school's internal assessment data reflects a fluctuating trend in Phase 2, where student attainment declined significantly from Outstanding in AY 2021/22 to Weak in AY 2022/23, before recovering to Acceptable in AY 2023/24, indicating performance in line with MoE curriculum standards. In Phase 3, assessment results reveal a sustained downward trend, with attainment dropping from Outstanding in AY 2021/22 to consistently Weak in the following two years, highlighting a continued decline in student performance. IBT external assessment data over the last three years shows that less than three-quarters of students consistently attain levels in line with expectations, suggesting limited improvement in student outcomes within the assessed period.
- The school's analysis of internal assessment data for the AY2023/24 indicates that a majority of students in Phase 2 make better than expected progress over time from their starting point, while in Phase 3, less than three-quarters of the students make the expected progress.
- Based on lesson observations and scrutiny of students' work, only a majority of students in Phases 2 and 3 make expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.

- The school analyzes assessment data to compare the progress of various student groups, including girls, boys, students with additional learning needs (ALN), students of determination (SoD), gifted and talented (G/T) students, and high- and low-attaining learners. Data results indicate variations in progress among different student groups across Phases 2 and 3. In Phase 3, boys and girls make similar progress, both demonstrating Weak progress. However, in Phase 2, girls outperform boys, demonstrating Good progress, while boys make Weak progress. Low-attaining students progress at a similar rate to boys in both phases, making Weak progress and showing the least gains compared to other groups. In contrast, high-attainers make slightly better progress in Phase 2, demonstrating Acceptable progress, whereas in Phase 3, their progress declines to Weak, aligning with expected performance levels. Among all groups, gifted and talented students make the most significant gains, outperforming low-attainers and boys and making acceptable progress in both phases. Similarly, students with additional learning needs (ALN) make Acceptable progress in Phase 2, while no students are identified in Phase 3. In lessons, higher-attaining students do not always make sufficient progress from their starting points, while low-attaining students struggle to accelerate their learning due to limited opportunities. Boys and girls make equal progress overall but do not reach expected levels.

Next Steps:

1. Enhance students' reading accuracy and comprehension skills in Phases 2 and 3.
2. Expand students' ability to use the language confidently and appropriately in real-life situations across Phases 2 and 3.
3. Improve students' writing accuracy, structure, and fluency in Phases 2 and 3.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that a large majority of students in Phase 2 and a majority of students in Phase 4 attain levels above curriculum standards, while less than three-quarters of students in Phase 3 attain in line with curriculum standards.
- There are no external, national or international assessments for social studies.
- In lessons and in their recent work, a majority of students in Phases 2, 3, and 4 attain levels of knowledge, skills, and understanding of citizenship, UAE heritage and culture, and the individual and society that are above the Ministry of Education (MoE) curriculum standards.
- Over the last three years, the school's internal assessment data reflects a downward trend in attainment across Phases 2 and 3. In Phase 2, attainment declined from Outstanding in AY 2021/22, with the large majority of students consistently performing above expectations at a Very Good level in the following two years. Similarly, in Phase 3, attainment initially remained Outstanding for most students in AY 2021/22 and AY 2022/23 before dropping significantly in AY 2023/24, where less than a quarter of students achieved Weak attainment. This reflects a continued decline in student performance over the past three years.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phase 2 make better-than-expected progress, while less than three-quarters of students in Phase 3 and most students in Phase 4 make the expected progress in relation to individual starting points and the curriculum standards.
- Based on lesson observations and scrutiny of students' work, the majority of students in Phases 2, 3, and 4 make better-than-expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.

- The school analyzes assessment data to compare the progress of different student groups, including boys, girls, students with additional learning needs (ALN), students of determination (SoD), gifted and talented (G/T) students, and high- and low-attaining learners. Data results indicate that most student groups in Phase 1 make better-than-expected progress, whereas, in Phases 2 and 3, most groups make expected progress. Gender-based analysis shows that boys and girls progress at a similar level in Phase 1, both making Outstanding progress, and in Phase 2, both making Weak progress. However, in Phase 4, boys demonstrate slightly stronger progress, making Good progress, compared to most girls, who make expected progress at an acceptable level. High-attaining students make stronger progress compared to low-achievers, with less than three-quarters of low-achievers making expected progress at a Weak level, showing limited gains. In contrast, high-attainers demonstrate more solid progress, achieving Very Good progress in Phase 2, although their progress declines to Weak in Phase 3. Gifted and talented students make the most significant gains, with Outstanding progress in Phases 2 and 3, though none are identified in Phase 4. Students with additional learning needs make expected progress in Phase 2, showing acceptable progress, while in Phase 4, most exceed expectations and make outstanding progress. However, there is no available progress data for students with additional learning needs, including students of determination, in Phase 3. In lessons, higher-attaining students consistently make sufficient progress from their starting points, while low-attaining students fully accelerate their learning due to differentiated opportunities. Overall, boys and girls make equal and better-than-expected progress.

Next Steps:

1. Enhance comparative analysis skills to enable students to draw deeper connections between UAE culture, heritage, and global societies.
2. Ensure appropriate interventions and tailored support are effectively provided to different groups in Phase 3 to meet their needs and accelerate their progress.
3. Provide meaningful opportunities for students to investigate societal challenges, and consider sustainable responses.

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	Acceptable ↓	Good	Good	Very Good ↑
	Progress	Acceptable ↓	Good	Good	Very Good ↑

Findings:

- The school's analysis of internal assessment data for AY 2023/24, measured against the Philippines Curriculum for English, indicates that most students in Phase 1 and a large majority in Phases 2 and 4 attain levels above curriculum standards. However, less than three-quarters of students in Phase 3 attain levels that are in line with curriculum expectations.
- The school administered the International Benchmark Test (IBT) in English, developed by the Australian Council for Educational Research (ACER), to benchmark student attainment from Grades 3 to 10 in Phases 2 and 3. Assessment results indicate that less than three-quarters of students in these phases attain levels in line with international expectations. Additionally, the school recently administered the Grenada Learning (GL) Test, developed by GL Education, in English for Grades 3 to 9. AY 2023/24 results show that less than three-quarters of students in Phases 2 and 3 attain in line with expectations. Fifteen-year-old students participated in the Programme for International Student Assessment (PISA) 2022, with results in reading literacy indicating a score of 481.7, which exceeds both the school's target of 479.7 and the international average of 476.
- In lessons and in their recent work, most students in Phase 1 attain levels that are in line with curriculum standards, while a majority in Phases 2 and 3 and a large majority in Phase 4 attain levels that are above curriculum standards.
- Over the past three years, the school's internal attainment data reflects varying trends across phases. In Phase 1, attainment has remained consistently strong, with most students achieving Outstanding levels above curriculum standards. In Phase 2, attainment has followed a downward trend, declining from Outstanding in AY 2021/22 to consistently Very Good in the following two years, with the large majority of students still attaining above expectations. In Phase 3, a continuous decline is observed, where attainment regressed from Outstanding in AY 2021/22 to Very Good in AY 2022/23, before further dropping in AY 2023/24, with less than a quarter of students achieving Weak attainment. In Phase 4, attainment has also declined over the last three years, with consistent Outstanding levels in AY 2021/22 and AY 2022/23 dropping to Very Good in AY 2023/24. Trends in ACER IBT results over the past three years indicate consistently Weak performance in Phase 2. In Phase 3, attainment has been fluctuating, declining from Good in AY 2021/22 to Weak in AY 2022/23, before recovering to Good in AY 2023/24.

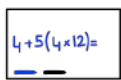
- The school's analysis of internal assessment data for AY 2023/24 indicates that most students in Phases 1 and 2, along with the large majority in Phase 4, make better-than-expected progress in relation to individual starting points and curriculum standards. However, in Phase 3, less than three-quarters of students make the expected progress.
- Based on lesson observations and scrutiny of students' work, most students in Phase 1 make the expected progress, while the majority in Phases 2 and 3, and the large majority in Phase 4 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school analyzes assessment data to compare the progress of different student groups, including boys, girls, students with additional learning needs (ALN), students of determination (SoD), gifted and talented (G/T) students, and high- and low-attaining learners. Gender-based analysis indicates that boys and girls make similar progress in Phases 1, 2, and 4, making Outstanding progress in Phase 1, Very Good in Phase 2, and Good in Phase 4. However, in Phase 3, girls outperform boys, making Very Good progress, whereas boys demonstrate Weak progress. Low-attaining students make the least progress across all phases, with students in Phase 1 making Very Weak progress and those in Phases 2, 3, and 4 demonstrating Weak progress. In contrast, high-attainers perform better than their counterparts, with most making better-than-expected progress. In Phase 1, they demonstrate Outstanding progress, Very Good in Phases 2 and 4, and Weak progress in Phase 3, where only a majority reach expected levels. Students with additional learning needs, including students of determination, make Acceptable progress in Phases 1 and 2, while in Phase 4, they demonstrate Outstanding progress. Gifted and talented students progress at a rate similar to their peers, making Outstanding progress in Phases 2 and 3, though none are identified in Phases 1 and 4. In lessons, low-attaining students and students of determination do not make as much progress as their peers because teachers do not consistently monitor their understanding or provide adequate support to ensure they can complete all tasks effectively.

Next Steps:

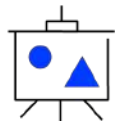
1. Strengthen students' ability to construct short phrases and sentences in Phase 1.
2. Promote active listening skills in lessons, ensuring students attentively engage with peers' responses in Phases 3 and 4.
3. Improve students' progress across all phases.

Mathematics

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



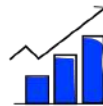
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

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

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Philippines standards for Mathematics indicates that most students in Phase 1 attain levels that are above curriculum standards, while most students in Phase 2 and less than three-quarters of students in Phases 3 and 4 attain in line with expectations.
- The school administered the International Benchmark Test (IBT) in mathematics, developed by the Australian Council for Educational Research (ACER), to benchmark student attainment from Grades 3 to 10 in Phases 2 and 3. Assessment results indicate that less than three-quarters of students in these phases attain levels in line with international expectations. Additionally, the school recently administered the Grenada Learning (GL) Test, developed by GL Education, in mathematics for Grades 3 to 9. AY 2023/24 results show that less than three-quarters of students in Phases 2 and 3 attain in line with expectations. Fifteen-year-old students participated in the Programme for International Student Assessment (PISA) 2022, with results in mathematical literacy indicating a score of 480.1, which exceeds both the school's target of 479.7 and the international average of 476. In TIMSS 2023, Grade 4 students in mathematics achieved a score of 501.73, performing below the school's target of 539.09 and placing them at the intermediate benchmark level. Similarly, Grade 8 students participated in TIMSS for mathematics, attaining a score of 494.27, which did not meet the school's target but positioned them at the intermediate proficiency level.
- In lessons and in their recent work, most students in Phases 1 and 2 attain levels that are in line with curriculum standards, while the majority in Phases 3 and 4 attain levels above expectations.

- Over the past three years, the school's internal assessment data reflects fluctuating attainment trends across phases. In Phase 1, attainment dropped from Outstanding in AY 2021/22 to Weak in AY 2022/23, before recovering to Outstanding in AY 2023/24, with most students attaining above expectations. In Phase 2, attainment followed a downward trajectory, declining from Outstanding in AY 2021/22 to consistently Acceptable over the next two years, indicating that most students now attain in line with expectations. Phases 3 and 4 exhibit a similar pattern, with attainment declining from Outstanding in AY 2021/22 to consistently Weak in the following two years, marking a notable drop in performance. ACER IBT trends show consistent Weak attainment in Phase 2 over the past three years, with less than three-quarters of students attaining in line with international expectations. However, in Phase 3, attainment has followed an upward trajectory, improving from Weak in AY 2021/22 and AY 2022/23 to Good in AY 2023/24.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phase 1 and a large majority in Phase 2 make better than expected progress in relation to individual starting points and the curriculum standards. However, in Phases 3 and 4, less than a quarter of students make the expected progress.
- Based on lesson observations and scrutiny of students' work, most students in Phase 1 make the expected progress, while in Phases 2 to 4 a majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school analyzes assessment data to compare the progress of different student groups, including boys, girls, students with additional learning needs (ALN), students of determination (SoD), gifted and talented (G/T) students, and high- and low-attaining learners. Gender-based analysis shows that boys and girls progress at a comparable rate, making Outstanding progress in Phase 1 and Very Good in Phase 2. However, in Phases 3 and 4, both groups make less progress, with less than a quarter of students progressing in line with expectations, resulting in Weak progress. Low-attaining students demonstrate the least progress across all phases, making Very Weak progress in Phase 1 and Weak progress in Phases 2, 3, and 4, indicating limited academic gains compared to other groups. In contrast, high-attaining students show stronger progress in Phase 1, with progress well above expectations. However, in subsequent phases, their progress aligns with expectations, with Acceptable progress in Phase 2 and Weak progress in Phases 3 and 4. Students with additional learning needs, including students of determination, make Acceptable progress in Phases 1 and 2, while in Phase 4, their progress strengthens, reaching a Good level. No data is available for Phase 3. Gifted and talented students make the most significant gains, progressing well above expectations in Phases 2 and 4, with none identified in the other phases. In lessons, boys and girls progress at similar rates, but low-attaining students struggle to keep pace, requiring additional scaffolding and targeted support to accelerate their learning.

Next Steps:

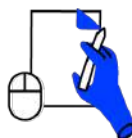
1. Further develop students' numerical reasoning and mental agility, particularly in Phases 1 and 2.
2. Increase opportunities for student-led questioning in Phases 2 and 3 to deepen understanding beyond teacher-directed inquiry.
3. Promote independent exploration of mathematical concepts and enhance the use of technology to support higher attainment across all phases.

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

Findings:

- The school's analysis of internal assessment data for AY 2023/24, measured against Philippines standards for Science, indicates that most students in Phase 1 and a majority in Phase 2 attain levels that are above curriculum standards, while less than three-quarters of students in Phase 3 attain in line with expectations. In Phase 4, a majority of students in physics and biology attain above curriculum standards, whereas less than three-quarters of students in chemistry attain levels that are in line with curriculum expectations.
- The school administered the International Benchmark Test (IBT) in science, developed by the Australian Council for Educational Research (ACER), to benchmark student attainment from Grades 3 to 10 in Phases 2 and 3. Assessment results indicate that less than three-quarters of students in these phases attain levels in line with international expectations. Additionally, the school recently administered the Grenada Learning (GL) Test, developed by GL Education, in mathematics for Grades 3 to 9. AY 2023/24 results show that less than three-quarters of students in Phases 2 and 3 attain in line with expectations. Fifteen-year-old students participated in the Programme for International Student Assessment (PISA) 2022, achieving a scientific literacy score of 498.6, which exceeded both the school's target of 479.7 and the international average of 485. In TIMSS 2023, Grade 4 students attained a science score of 529.37, which did not meet the school's target of 547.75 but placed them at the intermediate proficiency level. Similarly, Grade 8 students scored 539.92 in science, falling short of the school's target of 574 but still positioning them within the intermediate proficiency level.
- In lessons and in their recent work, most students in Phases 1 and 2 attain levels that are in line with curriculum standards, while a majority in Phases 3 and 4 attain above curriculum standards.

- Over the last three years, the school's internal assessment data reflects varying attainment trends across phases. In Phase 1, attainment has fluctuated, with a decline from Outstanding in AY2021/22 to Weak in AY2022/23, before recovering to Outstanding in AY2023/24, indicating that most students now attain above expectations. In Phase 2, attainment has followed a downward trajectory, regressing from Outstanding in AY2021/22 to consistently Good over the next two years. Phase 3 shows a continued decline, with attainment falling from Outstanding in AY2021/22 to Acceptable in AY2022/23, and further dropping to Weak in AY2023/24, reflecting a steady decrease in performance over time. In Phase 4, attainment trends across physics, chemistry, and biology indicate a consistent decline. In physics, performance remained Outstanding in AY2021/22 and AY2022/23 before declining to Good in AY2023/24. Chemistry and biology have followed a similar pattern, with attainment falling from Outstanding in AY2021/22 to Very Good in AY2022/23, then dropping further to Weak in chemistry and Good in biology, demonstrating a continued downward trend over the past three years. Trends in ACER IBT assessments show contrasting patterns. In Phase 2, attainment has improved, rising from consistent Weak in AY2021/22 and AY2022/23 to Acceptable in AY2023/24. However, in Phase 3, attainment has remained consistently Weak over the last three years, with less than three-quarters of students performing in line with expectations.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phase 1, and a large majority in Phase 2 make better than expected progress, while less than three-quarters in Phase 3 make the expected progress in relation to individual starting points and the curriculum standards. In phase 4, a majority of students in physics and biology make better than expected progress, while in chemistry less than three-quarters make the expected progress.
- Based on lesson observations and scrutiny of students' work, most students in Phases 1 and 2 make the expected progress, while in Phases 3 and 4 a majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school analyzes assessment data to compare the progress of different student groups, including boys, girls, students with additional learning needs (ALN), students of determination (SoD), gifted and talented (G/T) students, and high- and low-attaining learners. Gender-based analysis shows similar progress in Phases 1 and 2, but greater variation in Phases 3 and 4, where girls outperform boys. In Phase 1, both boys and girls make Outstanding progress, while in Phase 2, their progress remains strong at Very Good. In Phase 3, however, girls perform significantly better, achieving Very Good progress, whereas boys demonstrate Weak progress. In Phase 4, progress differs across subjects. In physics, girls outperform boys, making Outstanding progress, while boys make Acceptable progress. In chemistry, however, girls' progress declines to Weak, while boys continue to make Acceptable progress. In biology, both boys and girls show stronger progress, performing above expectations, with boys making Good progress and girls making Very Good progress. Among the different groups, low-attaining students make the least progress compared to their peers. Their progress is in line with expectations across all phases, but weakest in Phase 1, where they demonstrate Very Weak progress, and Weak across Phases 2, 3, and 4. High-attaining students show varied progress across phases, performing significantly better in Phase 1 with Outstanding progress but declining in later phases. They make good progress in Phase 2, as well as in Phase 4 physics and biology, but demonstrate Weak progress in Phase 3 and Phase 4 chemistry. Students with additional learning needs, including students of determination, generally make progress in line with expectations, achieving Acceptable progress in Phases 1, 2, and Phase 4 chemistry. However, in Phase 4 physics and biology, their progress is stronger, reaching Outstanding levels. Gifted and talented students demonstrate the highest gains, making Outstanding progress in Phases 2 and 3, though none are identified in Phases 1 and 4.

Next Steps:

1. Integrate practical investigative science across all phases to enhance inquiry-based learning.
2. Ensure adequate resources and equipment, particularly in Phases 3 and 4, to support advanced practical science.
3. Promote independent research using technology to deepen scientific understanding, data interpretation, and real-life application.

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	Acceptable ↓	Acceptable	Acceptable	Good

Findings:

- Students demonstrate positive attitudes toward learning, progressively taking greater responsibility for their own progress as they move through the school. In Phases 1, 2, and 3, they engage actively in lessons, though their ability to reflect on their learning and set goals is still developing. By Phase 4, students sustain focus for extended periods, show greater independence, and demonstrate a clearer awareness of their strengths and areas for improvement, enabling them to take purposeful steps toward enhancing their learning.
- Most students interact effectively with peers and teachers during lessons, demonstrating purposeful engagement in collaborative tasks. In the upper phases, students work productively in groups, exchanging ideas and contributing meaningfully to discussions to achieve shared learning goals. Their communication skills are well-developed, allowing them to articulate their understanding clearly and with confidence. In KG, collaboration skills are still emerging, as younger students are in the early stages of learning how to work together effectively. While they communicate their learning adequately, their ability to engage in structured teamwork is still developing.
- Students frequently make meaningful connections across different areas of learning, particularly between mathematics and science, as well as English and social studies. In the upper phases, students are more adept at integrating knowledge and applying concepts across subjects. However, opportunities for real-world application of learning remain inconsistent across phases and subjects.
- Students across all phases demonstrate creativity and emerging innovation skills, though enterprise remains less developed. They engage with critical thinking and problem-solving activities in various subjects, but opportunities to extend higher-order thinking are not fully embedded. From Phase 2 onwards, students use technology to support their learning, primarily for research and accessing resources, with independent inquiry skills still developing. While structured learning activities provide some opportunities for analysis and problem-solving, their application in real-world and interdisciplinary contexts remains inconsistent.

Next Steps:

1. Increase opportunities for students in KG to collaborate through play-based activities.
2. Provide more opportunities for students to apply their learning to real-life situations.
3. Enhance students' ability to enquire and to research topics more independently in lessons.

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

Personal Development

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

Findings:

- Students across all phases exhibit positive and responsible attitudes, confidently following routines and actively engaging in lessons. They are increasingly seeking critical feedback to improve their learning, though this skill is less developed in Phase 1. Beyond the classroom, their involvement in self-directed opportunities and extracurricular activities is growing, as is their participation in school leadership roles, particularly through the student council.
- Students display positive behavior both inside and outside the classroom across Phase 2, 3 and 4. They demonstrate a clear understanding of the rules and consistently apply them throughout the day. They display self discipline and maturity by effectively resolving issues independently. However, these are still developing features in Phase 1. From lesson observations and information shared by the head of inclusion, it was evident that incidents related to bullying are extremely rare.
- Student-staff relationships are friendly and respectful. Across all phases, students understand the needs and differences of others and readily help each other. This is reflected in lessons with the active support of classmates in collaborative tasks. Their engagement in student led initiatives, such as buddy programmes, further illustrates their commitment to developing positive relationships. Relationships amongst students and staff are respectful and cordial, this is more evident in Phase 2,3 and 4 and is still being developed in Phase 1.
- Across all phases, students have a general understanding of safe and healthy living but make inconsistent choices regarding their own health in relation to food choices. While they participate in physical education and are aware of the importance of staying active and eating well, their actions do not always reflect this knowledge. Although they recognize healthy and unhealthy food options, some still bring unhealthy snacks to school.
- Overall attendance is rated as Very Good at 97%, with minor variations across phases. The highest attendance rate is recorded in Phase 2 at 98%. Students generally arrive at school on time and attend lessons punctually, demonstrating a strong commitment to their learning. Instances of lateness are infrequent and have minimal impact on the overall punctuality and engagement of students across all phases.

Next Steps:

1. Promote better self-discipline and application of the school's rules in Phase 1.
2. Encourage students to make more consistent healthy choices by reinforcing the importance of nutrition and its impact on overall well-being, across all phases.
3. Expand leadership opportunities and self-reliant initiatives for students to further develop responsibility and involvement in school life, across all phases.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Students across all phases demonstrate an adequate understanding of Islamic values and principles that have consistently influenced UAE society; past and present.
- Students across all phases demonstrate a strong appreciation and respect for UAE culture and heritage. They proudly sing the National Anthem and actively engage in national celebrations such as National Day and Flag Day. Cultural awareness is reinforced through student-led displays in corridors and classrooms, showcasing traditional Emirati customs, attire, and historical artifacts. Students participate in various heritage-related activities, including educational projects and themed events, deepening their understanding of UAE traditions. While engagement is evident, expanding cultural initiatives would further strengthen students' understanding and connection to UAE heritage.
- Students, across all phases, have a strong understanding and take pride in their own culture; however, their understanding of other world cultures is less developed. Although they are aware of cultural diversity around the world and in the UAE; students are less able to talk.
- about other cultures and only demonstrate basic general knowledge with respect to other cultures than their own. Students are less developed in comparing their culture with other cultures, particularly UAE culture, to conclude similarities and embrace differences.

Next Steps:

1. Expand students' knowledge of world cultures.
2. Increase students' awareness of how Islamic values are embedded in the UAE society across all phases.
3. Increase students' understanding of UAE culture and heritage across all phases.

Social responsibility and innovation skills

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

Findings:

- Students are aware of their responsibilities towards their school community and contribute to school life, across all phases. They participate in initiatives that positively impact the school, such as taking an active role in assemblies and SSC students providing guidance and mentorship to younger members of the school community. However, opportunities for such initiatives are inconsistent, with the same groups of students mainly being involved.
- Across all phases, students are generally motivated to work but can lack initiative. They can be creative and enjoy taking part in projects but often rely on others when making decisions and rarely take the lead. There are minimal opportunities to develop initiative, innovation and enterprise on a school wide level, despite some very successful stand alone initiatives for example, enterprise week.
- Students across all phases demonstrate a sound understanding of the importance of protecting the environment. There is an emerging focus on sustainability activities throughout the school, headed by the activities coordinator and the SSC Superior Student Council, who are currently the only ones taking the lead. Students participated in ADNEC's Youth for Sustainability program and Sahim's lake and beach clean-up drives. Despite student involvement in these initiatives within the school community, participation rates are still low and slowly increasing as effective planning for these opportunities is being developed.

Next Steps:

1. Improve innovation, enterprise, and entrepreneurial skills among students across all phases.
2. Increase students' participation in volunteering and social contribution initiatives by expanding opportunities for all phases and ensuring broader involvement across the school community.
3. Develop students' knowledge and understanding of environmental sustainability and conservation by increasing the scope and frequency of sustainability initiatives, across all phases.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers across all phases have secure subject knowledge, enabling them to teach with accuracy and confidence, particularly in Phase 4, where subject expertise is effectively applied to build on prior learning and prepare students for the next stages of education. In Phases 1, 2 and 3, teachers generally demonstrate secure subject knowledge, though the depth of understanding and its application vary across subjects. In KG, there is less consistency in teachers' subject knowledge, particularly in phonics and early literacy. Their understanding of how young children learn is still developing, impacting the effectiveness of instructional strategies in foundational learning.
- Teachers plan appropriate lessons that ensure time is used efficiently to support student learning. Lesson plans follow a structured format, providing consistency across the school. In Phase 4, lessons are more purposeful, engaging, and aligned with the curriculum, fostering active student participation. However, responsive teaching to cater to students with additional learning needs and gifted and talented students is inconsistently applied across all phases, limiting targeted support. The learning environment is positive and conducive to learning, with classrooms featuring relevant vocabulary and student work displays. Time is generally well managed, though in some lessons, excessive time is spent on didactic teaching, reducing opportunities for student-led learning. Limited resources impact the opportunities for independent and inquiry-based learning, which remain underutilized.
- Teachers establish positive interactions with students, fostering a supportive learning environment where students are engaged and willing learners. In Phase 4, questioning is more effectively used to develop students' critical thinking and reasoning skills, encouraging extended responses and meaningful discussions. Teachers in English medium subjects particularly use questioning techniques to challenge students, prompting them to reflect, justify their opinions, and apply prior knowledge. Across Phases 1, 2, and 3, interactions are generally productive, though questioning strategies vary in effectiveness. In some lessons, questioning is narrowly focused, eliciting brief responses rather than encouraging students to develop their ideas in depth. In the best lessons, discussions promote engagement and deeper understanding, opportunities for reflective dialogue and student-led discussions are not consistently evident across phases. In certain instances, excessive teacher talk limits students' opportunities to actively participate in discussions and develop independent thinking skills.
- Most teachers employ strategies that adequately support students' learning, with lessons structured to address different ability levels. They provide appropriate challenges and support, though this is not always precisely matched to students' needs. While teachers generally share learning expectations, opportunities for higher-attaining students to extend their learning remain inconsistent. Similarly, lower-attaining students and those with additional learning needs do not always receive the targeted support required to maximize their progress. Differentiation is applied in some lessons, but its effectiveness varies, limiting personalized learning experiences. In stronger lessons, particularly in the upper phases, teachers actively engage students in meaningful tasks, encouraging independent learning.

- Teachers sometimes incorporate problem-solving and innovation skills into lessons across subjects, encouraging students to apply their knowledge in practical contexts. However, opportunities for students to engage in critical thinking and independent learning are less frequent. In many lessons, students rely on teacher direction rather than exploring concepts independently or making connections between different areas of learning. While some lessons integrate inquiry-based activities, these approaches are not consistently embedded across subjects and phases. Strengthening opportunities for students to take ownership of their learning, ask probing questions, and develop higher-order thinking skills would further enhance their ability to think critically and work independently.

Next Steps:

1. Improve teachers' subject knowledge and understanding of how students learn in Phase 1.
2. Increase the range of strategies used by teachers in all phases to ensure the needs of most students are met, by providing appropriate levels of support and greater challenge.
3. Provide more frequent opportunities for students to develop their critical thinking and independent learning skills in lessons.

Assessment

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

Findings:

- Internal assessment processes are structured and consistently applied across all phases, ensuring alignment with the school’s approved curriculum. These assessments follow a structured grading system where written tasks and performance-based assessments carry significant weight, while summative exams contribute a smaller proportion to the final grade. Student performance data is recorded through the Electronic Classroom Record (ECR) system, facilitating accurate tracking of academic progress. While assessments are linked to curriculum standards, their reliability in accurately reflecting students' learning outcomes requires further refinement. Discrepancies between internal and external assessment results highlight the need for a more rigorous moderation process to ensure validity. Additionally, while assessment data is collected and analyzed, its effective use in shaping lesson planning and instructional strategies remains inconsistent. Strengthening alignment between assessments, curriculum expectations, and external benchmarks will enhance the accuracy of student performance evaluation and support targeted improvements in teaching and learning.
- The school has efficient processes for comparing its students' performances with those of students internationally. Tests and examination results are compared with appropriate international benchmarks. The school participates in IBT, PISA, TIMSS, PIRLS and GL assessments. However, data analysis remains a challenge, particularly in understanding the discrepancy between internal and external assessments. The coordinator acknowledges that their international test results do not yet meet the benchmarks. When comparing IBT results from 2023/24 to those taken in 24/25, it demonstrates that some improvements are being made. There are efforts being made to raise the profile of International and external assessments by incorporating the type of questions into the internal assessments and raising their importance to students and parents. This however is still in the developmental stage with little quantifiable evidence of impact as yet across all external assessments.
- The recording of assessment information is organized efficiently. Some analysis is undertaken to identify broad trends, patterns of attainment, and individual progress. The resultant information is shared with staff, a top-down approach is employed so teachers do not fully own the data generated. The school tracks student progress through an Electronic Central Register(ECR) and GENeration and Youth (GENYO,) to produce quarterly reports. The introduction of a tracking sheet this year (color-coded for student progress) is a positive step, but it remains unclear how effectively it is being used to drive targeted interventions for all students.
- Assessment information is used adequately to inform teaching and curriculum planning. In the most effective instances, some staff utilizes data to plan lessons and adapt the curriculum to meet students' needs, though this remains inconsistent across the school. Adaptations to the curriculum based on internal data are underdeveloped and rarely evident in lesson planning. When middle leaders were asked about curriculum modifications based on data, their focus was primarily on the types of questions featured in external assessments rather than using internal data to adjust the curriculum and lesson planning to address individual and group performance through targeted tasks. Engagement with teacher-owned data is still developing.

- Teachers have a reasonable understanding of students' strengths and weaknesses. When teachers engage with data, they are provided with insights into student performance, and in the most effective instances, they use this information to provide appropriate challenge and support. A system for tracking student progress is in place, but its use by teachers to support learning is inconsistent and does not always address the needs of different groups of learners. While teachers reportedly rely on ECR data, there is no structured process for identifying individual student strengths and weaknesses beyond general grading patterns. The recently introduced tracking sheet has the potential to enhance visibility into student performance, but further refinement is needed to ensure it informs targeted support measures effectively. In the most effective practice, particularly in Phase 4, students actively assess their own learning and that of their peers, which is effectively embedded into lessons. Expanding this approach consistently across the school would further raise attainment and deepen students' understanding of their strengths and areas for improvement. Feedback provided when marking student work remains inconsistent.

Next Steps:

1. Review the tracking and analysis of students' attainment and progress so that teachers own the data and have a secure understanding of how to meet the learning needs of all students.
2. Ensure greater consistency between internal and external assessment data so that reliable and accurate judgments can be made when reviewing data across the school and for accurate self-assessment purposes.
3. Review how feedback is addressed for students in order for them to understand their own strengths and weaknesses.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The curriculum has a clear rationale, based on the implemented Philippine curriculum while incorporating elements of the UAE National Agenda and MOE framework where applicable. The newly introduced MATATAG curriculum is also being introduced in stages to compliment the prescriptive structure of the Philippine curriculum. Subjects derived from the Philippine curriculum include Social Studies, Values Education (equivalent to UAE’s Moral, Social, and Cultural Studies), and Technical Livelihood Education (TLE) or Home Economics. Through curriculum mapping, spiral progression is maintained to reinforce knowledge retention and skill development across different grade levels. The curriculum provides balance in Phases 2-4 although there are some gaps in curriculum content especially with regards to phonics in Phase 1. In Phases 2-4 most of the activities planned promote interest and there is a clearly defined development of both knowledge and skills. Statutory requirements are met.
- Planning across the school is structured and follows the agreed curriculum so that students learn systematically. In Phase 1 however, it does not always fully meet the needs of learners and develop their phonetic skills in order to fully prepare them for the next stages of their learning. In Phases 2-4, the scope and sequence of activities means that the learning of most students builds upon previous knowledge and skills. In preparation for Phase 4, career orientation programs are conducted to guide students in choosing their academic tracks. The available pathways include STEM, ABM, and TVET. However, as the school currently offers only STEM, placement opportunities in their partner Philippine schools are provided for students who may opt for non-STEM tracks.
- The curriculum options offer older students some choice to develop their interests and aspirations. However, these options are currently limited and only available to students entering Grade 11. The Philippine curriculum in Phase 4 includes multiple pathways that students can pursue once fully implemented. At present, the school offers only one pathway in the STEM field. For students who wish to pursue other pathways, opportunities in their partner Philippine schools are provided. Approximately 41 of the 51 students from the previous year transitioned from Grade 10 into Grade 11. For Grade 12 graduates, higher education placements indicate a trend where students pursue university education in the UAE or the Philippines. Notably, two students have qualified for admission to New York University (NYU).
- Some cross-curricular links are planned, but they are not consistently developed to facilitate students’ transfer of learning between subjects. Connections to UAE culture and heritage are incorporated through references and real-world examples across various opportunities. However, the curriculum does not always maximize these opportunities to create meaningful links between subjects, limiting coherence and integration. While opportunities for independent learning and critical thinking are more evident in Phase 4, they remain inconsistent and are not systematically planned for in other phases.

- The school conducts regular curriculum reviews at all levels in order to ensure the curriculum is meeting the needs of students. The curriculum design is a collaborative effort involving all stakeholders. Teachers and subject coordinators actively participate in curriculum development, and final approval is conducted by the curriculum coordinator. This inclusive process ensures that curriculum revisions and competency alignments are reflective of both Philippine and UAE educational priorities.

Next Steps:

1. Provide regular and well-planned opportunities for students across the school to make meaningful links between areas of learning across all core subjects.
2. Review opportunities for the number of pathways students can pursue as they enter Phase 4 to broaden their choices.
3. Review the curriculum content in Phase 1 in order to meet the needs of second language learners and prepare them for their future learning.

Curriculum adaptation

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

Findings:

- The school makes adequate modifications to the curriculum to meet the needs of most student groups. Intervention sessions are scheduled during lesson time to support students requiring additional help. Individualized Education Plans (IEPs) are in place for students of determination, providing structured support in inclusion settings. However, the implementation of these plans in mainstream lessons is inconsistent, leading to variations in the level of support. Curriculum adjustments for low-attaining students are evident, but modifications to challenge high-attaining and gifted and talented (G&T) students are less developed, limiting opportunities for them to extend their learning. While teachers recognize the diverse abilities of students, adaptations based on internal and standardized assessments are not yet systematically embedded in curriculum planning.
- The curriculum is functional and engages the majority of students. An appropriate range of extracurricular activities, including clubs, events, competitions and off campus trips, enhances students' academic and personal development. However, these opportunities are inconsistently offered and often cater only to higher phase students. While initiatives such as Science Investigatory Projects and Robotics sessions promote problem solving, innovation, and social contribution, these skills remain underdeveloped across the school. There is a need for more inquiry based and student driven activities to enhance learning experiences and promote critical thinking and creativity.
- The curriculum usually provides appropriate opportunities for students to appreciate the heritage and culture of the UAE and Islamic values, examples include national day celebrations and alongside school wide presentations, displays and trips to heritage sites. Through these learning experiences students are developing their understanding of the UAE'S values, culture and society.

Next Steps:

1. Modify the curriculum more consistently, with the use of internal and standardised assessment data, to better meet the different abilities and learning needs of students.
2. Extend the opportunities planned within the curriculum to further the development of students' enterprise, innovation, and creative skills.
3. Further develop the school's community links to benefit the extracurricular offering for all students, especially the lower phases.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has established clear and well-structured safeguarding procedures to ensure the safety and well-being of all students. A comprehensive child protection and safeguarding policy is in place, effectively communicated to staff, students, and parents, and readily accessible through the school's website. Mandatory safeguarding training is provided for all staff, with attendance records maintained to ensure compliance. Designated safeguarding leads receive additional specialized training to enhance their expertise in handling child protection concerns. Students are well informed about their rights and responsibilities regarding safety, with programs in place to raise awareness of safety, anti-bullying, and respectful interactions. Reporting mechanisms are in place, allowing students to confidently seek support from trusted adults, though efforts to further enhance the visibility and accessibility of safeguarding officers would strengthen the reporting process. The school promotes a culture of safety and inclusivity, with measures in place to prevent and address incidents of bullying. Health and safety protocols are regularly reviewed, and staff are well-equipped to handle emergencies, ensuring a secure learning environment for all students.
- The school campus offers a safe, clean, and well-maintained environment for students and staff. Comprehensive hygiene and safety protocols are in place, with structured daily, weekly, and monthly inspections ensuring that any potential hazards are promptly identified and addressed. The school adheres to all legal and regulatory requirements, conducting routine emergency fire evacuation drills in full compliance with Civil Defense regulations. Supervision during break times is well-managed, and transportation procedures are effectively implemented, ensuring student safety during travel to and from school. However, during arrival time, increased staff presence is required to ensure that parents follow the designated drop-off procedures at the main gate. The school employs a combination of internal teams and external providers to manage various health and safety functions, including site security, routine water quality testing, waste disposal, and daily cleaning. All necessary regulatory checks for these essential services are up to date, and contracts are maintained with approved providers to ensure high standards of safety and hygiene.
- The school prioritizes health and safety, ensuring a secure and well-maintained environment for students and staff. Buildings and equipment are regularly inspected, with maintenance schedules in place to uphold safety, functionality, and accessibility across all learning spaces. The school conducts thorough daily, weekly, and monthly safety checks to promptly address any identified hazards. An accurate system for tracking accidents and incidents is in place, with records maintained to prevent recurrence and enhance safety measures. All reported incidents are reviewed, analyzed, and addressed by school leadership. Emergency response protocols, including fire evacuation drills and

security procedures, are conducted regularly to ensure compliance with regulatory health and safety requirements. The school also implements detailed risk assessments for all activities, including sports and educational trips, ensuring potential risks are identified and mitigated before approval. Routine facility inspections and compliance with safety regulations further reinforce the school's commitment to maintaining a safe and supportive learning environment.

- The school premises provide a safe, inclusive, and well-maintained learning environment for all members of the school community. The facilities are designed to support students' educational needs, with appropriate classroom spaces and well-maintained common areas. While most areas of the school are accessible to students with mobility challenges, access to classrooms on higher floors remains limited due to the absence of an elevator, requiring alternative arrangements for students with physical disabilities. Specialized facilities, including shaded outdoor spaces and age-appropriate learning environments, contribute to student well-being and engagement. Ramps and accessible pathways support movement across key areas of the campus, ensuring that most students can navigate the school safely.
- The school's promotion of safe and healthy living is developing, with efforts in place to encourage healthier lifestyle choices among students. Classroom teachers monitor students' lunchboxes, but systematic tracking and analysis of food choices remain underdeveloped. The school nurse delivers age-appropriate sessions on health and well-being; however, these are not scheduled regularly and depend on availability. Physical education (PE) lessons and break times provide opportunities for students to engage in physical activity, with designated outdoor play areas available across all phases.

Next Steps:

1. Enhance accessibility for students and staff with physical disabilities by implementing measures to ensure equitable access to classrooms on the upper floors.
2. Integrate health and well-being education more systematically into school life by formalizing the nurse's role in delivering scheduled sessions on healthy living.
3. Strengthen staff supervision during bus arrival times to ensure smooth and safe drop-offs, reinforcing designated procedures for parents.

Care and support

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Acceptable ↓	Acceptable ↓	Acceptable ↓	Good

Findings:

- The school fosters positive and respectful relationships between staff and students, creating a supportive and inclusive learning environment. Staff know their students well, and interactions are characterized by mutual respect. A clearly defined code of behavior, developed collaboratively by staff and students, outlines expectations, ensuring a shared understanding of school rules. Behavior management strategies are in place, with teachers implementing them regularly. Written records of behavior incidents are maintained at the class level, though there is no whole-school system to track trends, causes, and frequency of incidents systematically. Instances of misbehavior are infrequent and are managed promptly using restorative approaches that encourage accountability and reflection. An anti-bullying policy is in place, and students report feeling safe in school. Positive reinforcement, including structured reward systems, further supports a culture of responsible behavior.
- School leaders are effective in promoting high levels of attendance. Students' strong attendance reflects their enjoyment of school, and parents note that their children are highly reluctant to miss school. Absence is recorded and investigated appropriately. School systems ensure that absence or lateness is swiftly followed up. Students arrive punctually for lessons, with almost all present by the beginning of morning assembly.
- The provision for inclusivity is adequate. There are eleven students of determination (2%) (SoD) all identified as having first or second level additional educational needs. Inclusion team teachers and other staff understand and implement the procedures in place for identifying SoD which include regular assessments including at the beginning of the year, observations by inclusion and subject teachers, discussions with parents and reviews of reports from other professionals. School leaders know that there are other students who potentially have additional learning needs who have not yet been identified, either because they have been in the school for a short time, or because of the capacity for identification and observation tasks within the teaching team. As a result, there is a small amount of unrecognized or unmet need in the school. There are four gifted and talented (G&T) students in the school, all of whom have talents related to academic achievement. The systems for identifying these students resemble those in place for SoD. There are no systems currently for identifying other talents, such as sporting or cultural.
- The school provides appropriate support for students of determination (SoD) through individual and small-group sessions with specialist inclusion teachers, offering adequate additional learning support. Comprehensive individual education plans (IEPs) are in place, with more consistent implementation observed in the inclusion room than in mainstream classrooms. School leaders involve staff, parents, and occasionally students in reviewing the impact of IEPs on student progress. However, monitoring of teachers' implementation of IEPs in most lessons remains inconsistent, leading to variations in the level of support provided. Similarly, individual advanced learning plans (ALPs) for gifted and talented (G&T) students are reviewed periodically, but a systematic approach to evaluating teaching quality and its impact on G&T students' achievements is not yet fully embedded.

- The school has structured systems in place to monitor students' well-being and personal development. Daily homeroom sessions provide opportunities for students to discuss personal growth topics, while teachers, the school nurse, and the guidance specialist actively oversee student welfare. Individual counseling sessions are available for students needing additional support, particularly in cases related to safeguarding or personal concerns. The school ensures that students receive appropriate academic and personal guidance, with quarterly meetings held between students, teachers, and parents to review progress and discuss future pathways. Career guidance is provided for senior students, offering information on university entry requirements and career options. However, targeted career planning across all phases is still developing to enhance long-term student preparedness for higher education and future careers.

Next Steps:

1. Strengthen systems for identifying students of determination and gifted and talented students so that they can quickly receive the support and challenge they need through the addition of individual education or advanced learning plans.
2. Improve teachers' understanding of the particular needs of SoD and G&T students in every subject and phase so that they always provide suitably supportive or challenging work.
3. Improve monitoring of the impact of IEPs and ALPs in all lessons.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Acceptable

Findings:

- Most school leaders establish a clear vision aligned with the UAE national priorities, emphasizing tolerance, cultural appreciation, and contribution to the wider society. They foster an inclusive school environment where students from diverse backgrounds engage in learning about the UAE's history, heritage, and values. Admissions policies and induction procedures are structured to ensure a welcoming and supportive experience for students of all abilities. While leaders promote a culture of innovation and inquiry, the availability of resources to support advanced technological exploration and hands-on investigative learning remains an area for further development.
- Most leaders have sufficient knowledge of best practices in teaching, learning and assessment to carry out their responsibilities appropriately. They are committed to improving students' academic and personal achievements, though their strategies to bring about improvements have so far been only partially successful in raising students' attainment and improving their progress over time. Additionally, middle leaders need a deep understanding of the UAE School Inspection Framework to effectively evaluate the quality of lessons and provide consistent, practical feedback to teachers. School leaders provide suitable support for students with additional learning needs through individual tuition and equal access to all learning experiences. The sense of a purposeful learning community created by school leaders, helps students to increase their knowledge and skills in different subjects and to gain a secure understanding of what they need to do to gain entry to higher education or the world of work.
- Relationships and communication within the school are professional and contribute to a collaborative environment. Leaders at all levels foster a sense of collective responsibility, ensuring that staff and stakeholders are well-informed. While heads of departments and subject leaders understand their roles, variations in leadership effectiveness impact consistency in improving student outcomes, partly due to staff turnover and resource limitations. Despite these challenges, the school maintains a generally positive morale, with staff demonstrating commitment to the school's vision and values.
- School leaders at all levels recognize the need for continuous improvement, particularly in raising student achievement and enhancing the quality of provision, with a specific focus on Arabic and Phase 1. They have successfully addressed some challenges, such as optimizing the use of limited resources to provide a broad and relevant curriculum that prepares students for university. However, they have yet to fully leverage external partnerships with other schools to facilitate professional learning and the exchange of best practices. While leaders value external evaluations, they have not yet fully implemented all improvement priorities, nor have they effectively addressed gaps in student performance on external assessments.

- School leaders have maintained adequate school performance and successfully enhanced teaching and learning in English and science in Phases 3 and 4 through targeted professional development. They have implemented staff performance appraisal systems and accountability measures, though the impact remains inconsistent across subjects and phases. While leaders promote collective responsibility, variations in leadership effectiveness affect the consistency of improvements. The school complies with all statutory and regulatory requirements, ensuring adherence to national education priorities.

Next Steps:

1. Address the inconsistencies in the rates of improvement seen within and between subjects and departments.
2. Establish partnerships with high-performing schools to provide teachers and leaders with opportunities to observe and adopt best practices.
3. Enhance accountability measures for heads of department to drive sustained improvements in their areas of responsibility.

School self-evaluation and improvement planning

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

Findings:

- The school follows an adequate approach to self-evaluation. Various strategies are in place to assess the quality of provision and guide improvement planning. While these methods provide an accurate understanding of strengths in areas such as English, they are less effective in identifying areas for development, particularly in Arabic and Phase 1. This leads to inconsistencies in progress across subjects and phases. School leaders, including governors and heads of department, review student assessment outcomes, but there is no unified whole-school approach to data collection and analysis. As a result, variations between internal and external assessments are not rigorously investigated, limiting the accuracy of self-evaluation and its impact on school-wide improvement.
- The school conducts regular monitoring of teaching and learning; however, the focus is not sufficiently aligned with its impact on student achievement. School leaders observe lessons and provide feedback to teachers, while heads of department maintain records of key strengths and areas for improvement, offering targeted support where needed. Feedback emphasizes the effect of lesson planning on student outcomes. A peer observation system allows teachers to learn from one another, but its effectiveness is limited, as evaluations of teaching quality tend to be overly optimistic. Consequently, not all staff are fully held accountable for enhancing their practice to ensure students achieve higher levels of knowledge, understanding, and progress across all subjects.
- School improvement planning is adequately informed by self-evaluation and available data. The development plan aligns with the findings of the previous inspection and is appropriately guided by assessment outcomes. It includes key details such as intended improvements, monitoring mechanisms, timelines, and resource allocation. However, there are limited references to school leaders' own evaluations of teaching and learning. While the plan sets realistic targets, its overall impact on improving student achievement is inconsistent due to variations in the depth of analysis and follow-through in implementation.
- School leaders have partially addressed the recommendations from the previous inspection, adopting a more consistent approach to lesson planning and clarifying leadership roles. However, some areas remain unaddressed. While the school has sustained improvements in select areas, such as English and science for older students and social studies across all phases, provision has declined in certain aspects.

Next Steps:

1. Introduce more rigor when evaluating the range of provision so that an accurate picture of strengths and improvement needs emerges.
2. Ensure that improvement needs identified by school leaders are fully included and acted upon in the school development plan.
3. Develop a proportionate approach to feedback and follow-up so that those areas that are in greatest need of improvement make more rapid progress in addressing shortfalls.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

- The school is successful in engaging parents as partners in their children’s learning and in school life. Most parents are involved in the social life of the school from coffee mornings to participating in whole school events and celebrations. The established and active Parent Teacher Council work hard to involve and support all parents. The views of parents are considered by school leaders when deciding school improvement priorities.
- The school employs a range of communication channels to ensure parents remain well-informed about their children's learning and development. These include regular emails, newsletters and social media to provide information about the school's updates and announcements. An open-door policy allows parents to engage with teachers, staff, and leaders easily. Scheduled parent-teacher meetings take place each term, fostering collaboration and enabling parents to actively support their children’s progress. Parents of students with additional learning needs, including students of determination, receive tailored communication through direct meetings and regular updates from the inclusion team to ensure their children’s needs are met effectively.
- The school provides regular and comprehensive reporting on students’ academic progress and personal and social development. Formal academic reports are issued quarterly, detailing students' achievements, areas for improvement, and next steps in learning. Monthly face-to-face discussions between teachers and parents further support communication, offering insights into students’ academic progress, behavior, and social development. Reports also include feedback, highlighting students’ strengths and areas requiring further support. While parents receive structured updates on their children's learning, incorporating more detailed insights into students' personal growth and well-being would further enhance the reporting process.
- The school makes regular social contributions to local, national and international communities. Students participate in initiatives to keep the environment clean, mangrove planting and sustainability projects such as the collection of e-waste. Fundraising events and collection of used clothing help support national and international projects such as Red Crescent. Partnerships with Philippine curriculum schools in the region help the school to enrich students’ achievement through participation in sporting events and competitions. There are more limited international partnerships to enrich students’ learning.

Next Steps:

1. Strengthen international partnerships to enhance students' global awareness and broaden learning opportunities.
2. Provide more detailed insights into students’ personal growth and well-being within academic reports to give parents a more holistic understanding of their child’s development.
3. Expand the use of digital platforms for more interactive and real-time communication with parents, ensuring timely updates on student progress and school initiatives.

Governance

Performance Indicator	Quality judgement
Governance	Good

Findings:

- The Governing Board includes representation from most stakeholders. School governance includes the president of the board, parents and staff, and representatives of the local community. The governing body maintains strong links with the school's parents' council and with members of the supreme student council, to ensure that a wide range of opinions is considered when decisions are made. Governors attend parents' meetings and staff workshops so that they gain an understanding of successes and concerns.
- The Governing Board plays an active role in overseeing the school's performance, ensuring accountability for leadership and decision-making. Governors visit the school regularly, conducting learning walks with senior leaders to gain firsthand insight into strengths and areas for improvement. During quarterly meetings, they review assessment outcomes and discuss strategic concerns with the principal. The board president maintains direct communication with the principal, ensuring ongoing oversight. However, meeting minutes and the school development plan show limited evidence of rigorous review processes or structured accountability measures for student achievement. While governors demonstrate a commitment to the school's overall success, their understanding of variations in teaching quality and student outcomes across different phases remains underdeveloped. They effectively oversee health and safety provisions and contribute to fostering a positive school culture, yet their role in monitoring educational improvements and holding leaders fully accountable for sustained progress is not yet fully embedded.
- The school's Governing Board exerts general influence on the school's overall performance. They have ensured adequate staffing levels, with improvements in teacher retention compared to previous years. While classrooms are equipped with whiteboards, their integration with interactive learning tools is still developing. Similarly, enhancements to the library are in progress to create a more engaging environment for reading and research. Governors remain committed to ongoing improvements and ensure that all statutory and regulatory requirements are met.

Next Steps:

1. Strengthen governors' role in monitoring teaching quality and student achievement through more structured accountability measures.
2. Enhance the Governing Board's oversight of educational improvements by embedding rigorous review processes in decision-making.
3. Establish a strategic plan to enhance resources and further enrich students' learning experiences.

Management, staffing, facilities and resources

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

Findings:

- The day-to-day management of the school is adequately organized, ensuring a structured and orderly learning environment. Arrival and departure routines are effectively implemented, prioritizing student safety and efficiency. The timetable allows for appropriate coverage of all curriculum areas, including extracurricular activities, ensuring a balanced educational experience. Lesson and activity scheduling facilitates smooth transitions throughout the school day, enabling staff to maintain continuity in learning. Information boards and displays provide sufficient detail to keep the school community informed. Communication between leadership and staff is functional, with timely updates on schedule changes, including those related to unforeseen circumstances.
- The school is appropriately staffed, with the majority of teachers suitably qualified to support its mission and vision. Staff turnover stands at 16%, but effective strategies are in place to minimize its impact on students' learning continuity. Dedicated staff members provide support for students with additional learning needs, including students of determination. Professional development is primarily delivered by senior and middle leaders, though it is not yet consistently personalized to address individual teacher needs. The monitoring of its impact on teaching and learning is still developing. Overall, there is a satisfactory balance of expertise among staff, and teachers and support staff are appropriately deployed across the school.
- The school premises are clean, safe, and adequately support students' learning, with most areas effectively serving their intended purpose. The school is designed to be accessible to all students, and classroom setups and sizes provide an appropriate learning environment. However, enhancements to promote cross-curricular and extracurricular activities are less evident. Technology resources are limited to a single computer suite, and while students are encouraged to bring their own devices, inconsistent Wi-Fi connectivity affects their effective use. Specialist facilities for students with additional learning needs, including students of determination, are available, but their range and scope of support remain limited.
- The school is appropriately resourced to support curriculum delivery, with essential materials available across all phases. Technology resources are present but have scope for further expansion to enhance innovation in learning. The library provides a selection of books though there is potential to enrich these resources. Maximizing the effective use of existing resources would further strengthen curriculum implementation and student engagement.

Next Steps:

1. Improve the scope of the specialist facilities by addressing the lack of resources and creating an environment that better promotes engagement for students with additional learning needs.
2. Provide more tailored professional development opportunities for staff to strengthen their skills and improve the monitoring of their impact.
3. Develop the range of resources available to all teachers to enrich students' achievement.

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