Irtiqa'a School Inspection

AY 2024/25

Mamoura British Academy

Rating: Very Good

Contents

School Information

General Information

	Name	Mamoura British Academy
	Esis Number	9282
	Location	884, Mohammed Bin Khalifa St, Al Nahyan, Abu Dhabi, 22221
	Website	https://www.almamouraacademy.sch.ae/en/home
	Telephone	028132111
	Principal	SARAH JANE WEAVER
	Inspection Dates	03 to 06 Feb 2025
	Curriculum	British

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1167
Number of Emirati students	782
Number of students of determination	33
Largest nationality group of students	UAE - India - Egypt

Information On Teachers

Number of teachers	89
Nationalities	United Kingdom (UK) - Ireland - Jordan
Number of teaching assistants	6

Changes since the previous inspection

Since the previous inspection in 2022, the school's overall judgment has remained Very Good.

Overall, students' achievement in Arabic as a first language has shown improvement, particularly in Phase 2, advancing to very good, however, attainment and progress have remained good in Phase 1. Arabic as a second language continues to be Good in all phases and Islamic education and social studies remain at Very Good in all phases.

There has been significant improvement in Phase 1 where achievement in all English-medium subjects is now Very Good, with science progress remaining as very good. This has been helped by the development of 'Linked Provision and Exploration Time', and high-quality learning.

 In Phases 2 and 3, achievement in English has improved, where attainment raised from Acceptable to Good and progress increased from good to very good. In mathematics, attainment remained Good in Phase 2 but regressed from Very Good to Good in Phase 3, however, progress remained Very good in Phases 2 and 3. In science, attainment has remained Good in Phase 2 and Very Good in Phase 3, as well as the progress which remained Very Good in Phases 2 and 3. This is in part due to unsystematic inquiry and investigative processes. Due to the small number of students in Phase 4, Phase 4 was not included in this inspection.

Learning skills have also improved in Phase 1 with students demonstrating a genuine interest in learning. In Phases 2 and 3, learning skills remained very good, where students benefit from collaborative group work where they listen to each other's views and respond thoughtfully.

Students' personal and social development and innovation skills were not evaluated in the previous inspection but are now evaluated as Very Good in all phases. This is due to the students' positive attitude towards learning, courteous behavior, and excellent attendance.

Teaching, Learning skills, and Assessment have seen a similar pattern and have all improved in Phase 1 from Good to Very Good and remained Very good in Phases 2 and 3. This follows a bespoke professional development program, validated by robust quality assurance and monitoring, evaluating, and reviewing processes, to bring about sustained impact and growth in teaching practices. Teachers are more focused on using assessment outcomes data to inform their planning for teaching and learning, including class groupings and assessments. There has been a focus on higher-order questioning in the school to encourage deeper thinking. There is still some work to be done to ensure that higher-ability students are sufficiently well-challenged on a consistent basis.

Curriculum design and adaptation were not included in the previous inspection, but both elements are evaluated as very good across all phases. The school offers a well-planned curriculum in Phases 1 and 2, with school leaders currently developing an inclusive curriculum in Phase 3.

Health and safety arrangements remain a strong feature of the school and continue to be evaluated as Very Good. The comprehensive protocols ensure students are safe at all times and that they receive a high level of care and support. A significant piece of context is that more than 10% of the teachers who were working in this school at the time of the last inspection have since left the school. Also, around 70% of the teachers now working in the school were not on the staff at the time of the last inspection. There has been a very positive combination of careful recruitment, a huge emphasis on teacher development, and systematic monitoring and evaluation to improve teaching and assessment throughout the school. The necessary improvements in learning skills are developing more slowly, as would be expected.

All of the leadership and management judgments including the Effectiveness of leadership, Self- evaluation and improvement planning, Partnerships with parents and the community, and governance have remained Very Good with the exception of 6.5 Management of Staffing, Facilities, and Resources, which is now judged to be Outstanding due to the huge commitment of the senior leaders to ensure that the school is extremely well-staffed with high-quality facilities and resources.

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

The school demonstrates a strong commitment to benchmarking students' attainment and in raising students' performance against international standards.

School leaders are aware of the performance targets the school has for both PISA and TIMSS and have planned appropriate actions to ensure high outcomes in international benchmarking assessments. The plan identifies the need to ensure the curriculum matches the requirements from all international benchmarking assessments including PISA and TIMSS. The plan highlights the specific year groups that will be the focus of the school's efforts.

The school has used feedback information from the international benchmarks to identify and try to close potential gaps in students' learning. The mathematics department has adjusted the curriculum to include bringing forward in the year the teaching of statistics to better prepare students for the international benchmarking assessments.

Senior leaders received the results from the most recent 2023 TIMSS assessment just before the inspection and have not had the time yet to review and understand the outcomes.

Performance in standardized and international assessments

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

Standardized Assessments

Students in years 4 to 10 participate in GL-PT in English, mathematics, and science.

The results for the AY2023/24, show that attainment in English in years 4 and 9 is Outstanding, in year 5 is Very Good, and is Good in years 6, 8, and 10. In year 7 attainment is Weak. Overall, in Phase 2 attainment is Very Good and in Phase 3 attainment is Good.

In AY2023/24, student attainment in GL-PT mathematics in years 4, 5, 7, and 10 is Very Good, Good in year 6, and Outstanding in years 8 and 9. Overall in Phase 2 attainment in mathematics is Very Good and Outstanding in Phase 3.

In AY2023/24, student attainment in GL-PT science in years 4, 5, 8, and 9 is Outstanding, Very Good in year 6, and Weak in Year 10. Overall attainment is Outstanding in both phases.

In AY2023/24, year 9 students' attainment in Arabic First Language ACER IBT (International Benchmark Test) is Very Good.

International Assessments: TIMSS, PISA, PIRLS

The school participated in the TIMSS (Trends in International Mathematics and Science Study) assessment in 2023, PISA (Programme for International Student Assessment) in 2022, and PIRLS (Progress in International Reading Literacy Study) in 2021.

15-year-old students participated in the PISA 2022 international assessments. The results in reading literacy at 480 is above the international average, but below the Target 501.3. The mathematical literacy result is at 439, below the Target 505.5 and science literacy at 463, below the Target 508. Both mathematics and science literacy results are below the PISA OECD international average.

In TIMSS 2023, grade 4 students attained 453.51 in mathematics, below the Target 547.39 and 468.07 in science, below the Target 539.25, while grade 8 students attained 475.45 in mathematics, below the Target 528.74 and 477.24 in science, below the Target 536.47. These results are below the average of TIMSS international Benchmark.

In the Progress in International Reading Literacy Study (PIRLS) 2021, grade 4 students scored 549 which is within the intermediate international benchmark range.

Reading

The school features multiple libraries, including one in Phase 1, two in Phases 2 and 3, and a dedicated library within the Arabic department. These libraries offer a diverse range of fiction and non-fiction texts in both English and Arabic, with approximately 20,000 English books and 3,000 Arabic books. They also include resources from the school's guided reading and phonics programs. While there are no digital platforms for English-medium texts, all books are easily accessible and color-coded according to reading levels based on the Accelerated Reader milestones. This system helps students select books appropriate for their reading age. The Phase 1 library provides a welcoming and stimulating environment for reading. Additionally, classrooms and central areas throughout the school are well-stocked with books to further encourage reading.

To support Arabic literacy, Phase 2 has a dedicated library with 1,000 books, while Phase 3 students have access to Arabic reading corners in their classrooms. Weekly guided reading lessons are held in Phase 3 classrooms and

for Phase 2 in the library. The school also utilizes digital platforms such as "Kutubi", Bravo, and Alef to enhance Arabic reading. Teachers carefully track students' progress using clear and structured criteria.

The school places a strong emphasis on fostering a culture of reading and developing literacy skills. Early reading is supported through daily phonics sessions using the Monster Phonics program, as well as guided reading sessions in Phase 1 and Phase 2 classes. Literacy and communication skills are integrated across the curriculum, reflecting a key priority for the school. All primary classes have a weekly library session, which students eagerly attend. Through the Accelerated Reader Program, students are aware of their individual reading levels, and the program is used to motivate and challenge them, with weekly and monthly awards celebrating their achievements. The school also promotes reading through initiatives such as Book Fairs, author visits, and the involvement of student Reading Ambassadors.

Phase 3 students frequently use the library during breaks and for research purposes. The school further encourages reading through competitions and challenges, such as the "Word Millionaires" initiative, which inspires students to read more and expand their vocabulary. Overall, the school's comprehensive approach to literacy ensures that students are engaged, motivated, and supported in their reading development.

Strengths of the school

- The quality of teaching in Phase 1 has improved significantly.

- Students demonstrate a clear understanding and appreciation of UAE heritage and culture, exemplifying the values of respect and responsibility.

- Teachers skillfully use assessment information, including detailed analyses of international benchmarking data, to plan engaging learning activities tailored to students' interests and needs.

- Senior leaders promote an inclusive school environment with a positive and purposeful learning culture.

- The school is well-equipped with all necessary, relevant, high-quality resources, effectively supporting teaching and learning.

Key Recommendations

1. Raise students' achievement across the school to a consistently Very Good or Outstanding level by:

- improving expressive reading skills and the application of grammatical rules in Arabic.
- promoting the consistent use of standard Arabic across all phases.
- providing more opportunities for students to undertake purposeful sustained writing.
- providing appropriate levels of support for low-attaining students and students with additional needs, including students of determination.
- ensuring more challenge in lessons for higher-attaining students and those who are gifted and talented.
- integrating the scientific method into science units across all phases.
- developing peer and self-assessment, including the provision of short-term, skill-based targets.

2. Strengthen learning pathways and social responsibility by:

- expanding post-16 curriculum options to accommodate diverse abilities and aspirations.
- ensuring curriculum continuity across different phases for seamless progression.
- promoting active participation in volunteering, conservation, and social initiatives in Phases 1 and 2.
- increasing opportunities for international students to showcase their cultures and broaden global awareness.
- enhancing students' critical thinking and problem-solving skills, ensuring these are embedded in all lessons.

3. Enhance the impact of leadership and governance on school performance by:

- continuing to promote the raising of levels of achievement, in all phases of all subjects, in the school.
- ensuring that appropriate high-quality resources are provided to support the development of Phase 4.
- increasing the rigor with which teaching is monitored, evaluated, and followed up.
- expanding the extent to which the student voice contributes to the school development planning processes.
- ensuring Health & Safety policies, including Safeguarding and Child Protection are updated and are communicated to parents.
- ensuring that all subject leaders, especially in the Arabic medium subjects, have appropriate amounts of non-teaching time to conduct leadership responsibilities.
- maintaining high-quality professional development to meet the needs of all teaching staff.
- continuing to ensure the premises and facilities meet the needs of all groups of students.

4. Raise student achievement in International Assessments by:

- aligning curriculum and instruction with international assessment frameworks.
- tracking progress based on skills aligned with international assessments to measure student growth effectively.
- enhancing questioning techniques by encouraging educators to use higher-order strategies that promote critical thinking and problem-solving.
- implementing targeted interventions to support students in areas requiring improvement based on assessment data
- fostering a culture of reading and literacy to strengthen comprehension and analytical skills essential for assessment success.

Overall School Performance: Very Good

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

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Very Good	Very Good	Very Good	Not Applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Not Applicable
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Not Applicable

PS3: Teaching and Assessment

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

PS4: Curriculum

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

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Very Good	Very Good	Very Good	Not Applicable
Care and support	Very Good	Very Good	Very Good	Not Applicable

PS6: Leadership and Management

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

Inspection findings

PS1: Students' achievements

Islamic Education

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

Holy Qur'an and Hadeeth	Islamic values and principles	Seerah (Life of the Prophet PBUH)	Faith	Identity	Humanity and the universe

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

Findings:

- The school's analysis of internal assessment data for the AY 2023/24 against the Ministry of Education (MoE) curriculum standards for Islamic education indicates that the large majority of students in Phases 2 and 3 attain levels that are above curriculum standards.

- The school has no external national or international assessments for Islamic Education in Phase 2. Students in Year 8 in Phase 3 sat for the ISBT in Islamic Education in AY 2023/24 and results show Very Good levels of attainment.

- In lessons and recent work, the large majority of students in Phases 2 and 3 attain levels above curriculum standards.

- Over the past three years, the school's internal attainment data indicates that student attainment has been consistently Very Good in Phase 2. In contrast, attainment in Phase 3 has varied from very Good in AY 2021/22, declining to Good in AY 2022/23, and improving to Very Good in AY 2023/24. There is insufficient data to inform trends in external assessments.

- The school's analysis of internal assessment data for the AY 2023/24 indicates that the large majority of students in Phases 2 and 3 make better-than-expected progress over time and in relation to their starting points and curriculum standards.

- In lessons and recent work, in Phases 2 and 3, the large majority of students make better than expected progress in relation to learning objectives that are aligned with curriculum standards.

- The school's analysis of internal assessment data AY 2023/24 indicates that boys, Emiratis, and low-attaining students and students with additional learning needs, including students of determination, make Very Good progress in Phase 2, whereas the girls, high-attaining students, and gifted and talented students in Phase 2 make Outstanding progress. In Phase 3, boys and girls make similar Very Good progress, whereas Emirati students, low and high-attainers, gifted and talented students, and students with additional learning needs, including students of determination make Outstanding progress. In lessons, most groups make similar progress relative to their starting points. However, gifted and talented students do not always make the progress they are capable of.

Next Steps:

1. Accelerate students' progress in Qur'anic recitation and the proper application of Tajweed rules, particularly in Phase 3.

2. Accelerate the progress of gifted and talented students in lessons.

Arabic as a first language

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

| Speaking | Listening | Reading | Writing |

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

Findings:

- The school's analysis of internal assessment data at the end of AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that the large majority of students in Phases 2 and 3 attain levels above the curriculum standards.

- In the AY2023/24, the Arabic Benchmark Test (ABT) results indicate that the large majority of students in Phases 2 and 3 attain levels that are above standards.

- In lessons and recent work, the large majority of students in Phase 2 and the majority of students in Phase 3 attain levels above curriculum standards.

- Over the last three years internal assessment data indicates that students' attainment in Phase 2 improved from Good in AY2021/22 to Very Good for the last two years. The attainment of students in Phase 3 remained good in AY2021/22 and AY 2022/23 and improved to very good in AY2023/24. Trends in the Arabic Benchmark Test (IBT) in Phase 3 indicate improvement from Good in AY 2021/22 and AY 2022/23 to Very Good in AY 2023/24. No trend data is available for Phase 2. Trends in the Arabic MoE Grade 12 examination indicate consistent outstanding attainment over the past three years.

- The school's analysis of internal assessment data AY 2023/24 indicates that the large majority of Phase 2 and Phase 3 students make better than expected progress in relation to their starting points and curriculum standards.

- In lessons and recent work, the large majority of students in Phase 2 and the majority of students in Phase 3 make better than expected progress against learning objectives that are aligned with curriculum standards.

- The school's analysis of internal student progress in AY 2023/24 indicates that all groups in Phases 2 and 3 make Very Good progress, with the exception of high-attainers and gifted and talented students who make Outstanding progress. In lessons observed, high-attaining and gifted and talented students are capable of making more accelerated progress if sufficiently challenged.

Next Steps:

1. Implement targeted differentiation strategies to ensure high-achieving students in Phases 2 and 3 are consistently challenged and achieve their full potential.

2. Monitor and sustain recent improvements in Arabic attainment in Phase 3 by analyzing ABT data to identify and address specific areas for further growth.

3. Establish systematic lesson observations and work scrutiny procedures to maintain alignment between internal assessments, ABT results, and actual student performance across phases.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data for the AY 2023/24 against the Ministry of Education (MoE) curriculum standards indicates that the large majority of students in Phase 2 and the majority in Phase 3 attain levels that are above curriculum standards.

- The data does not indicate AsL Arabic Benchmark Test (ABT) results.

- In lessons and recent work, the majority of students across Phases 2 and 3 attain levels above curriculum standards.

- Over the last three years, internal assessment data has consistently shown Good attainment in Phase 3. Attainment in Phase 2 has improved from Good in AY 2021/22 and AY 2022/23 to Very Good in AY 2023/24.

- The school's analysis of internal assessment data for the AY 2023/24 indicates that the large majority of students in Phase 2 and the majority in Phase 3 make better than expected progress in relation to starting points and curriculum standards.

- In lessons and recent work, the majority of students in Phases 2 and 3, make better than the expected progress against learning objectives that are aligned with curriculum standards.

- The school's analysis of internal progress data AY 2023/24 indicates that high-attaining and gifted and talented students make Outstanding progress in Phases 2 and 3. Boys and girls make Very Good progress in Phase 2 and Good progress in Phase 3. The progress of low-attaining students is Very Good in Phases 2 and 3. Students with additional learning needs, including students of determination, make Acceptable progress in Phase 3. In the lessons observed, higher-attaining and gifted and talented students do not always make the progress they are capable of.

Next Steps:

1. Encourage students' regular use of standard Arabic in Phases 2 and 3.

2. Improve students' ability to complete extended pieces of writing independently, particularly in Phase 3.

3. Accelerate the progress of low-attainers and students with additional learning needs, including students of determination in Phase 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	Very Good	Very Good	Not Applicable
	Progress	Not Applicable	Very Good	Very Good	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY 2023/24 against the Ministry of Education (MoE) curriculum standards indicates that the large majority of students in Phases 2 and 3 attain levels above curriculum standards.

- The school has no external national or international assessments for social studies.

- In lessons and recent work, the large majority of Phase 2 and 3 students attain levels above curriculum standards.

- Over the past three years internal assessment data indicates students' attainment in Phase 3 has been consistently Very Good. In Phase 2 there has been an improvement in attainment from Acceptable in AY2021/22 to Very Good in the past two years.

- The school's analysis of internal assessment data for the AY2023/24 indicates that the large majority of students in Phases 2 and 3 make better than expected progress from their starting points and curriculum standards.

- In lessons and recent work, the large majority of students in Phases 2 and 3 make better than expected progress in relation to appropriate learning objectives that are aligned with curriculum standards.

- The school's analysis of internal progress data indicates that in Phases 2 and 3, high-attaining and gifted and talented students make Outstanding progress. In Phase 3, girls make better progress than boys, Very Good compared to Good. The progress of low-attaining students and students with additional learning needs, including students of determination is Good.

- In the lessons observed, high-attaining and gifted and talented students do not make the progress they may be capable of due to a lack of challenge.

Next Steps:

1. Strengthen differentiated instructional strategies in lessons to consistently challenge high-attaining, gifted and talented students, enabling them to reach their full potential.

2. Provide targeted support for students with additional learning needs, including students of determination, to accelerate their progress beyond current levels.

English

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

Speaking	Listening	Reading	Writing

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

Findings:

- The school's analysis of internal assessment data at the end of AY 2023/24 against the National Curriculum for England standards indicates that a large majority of students in Phase 1 and 2 and most students in Phase 3 attain levels that are above curriculum standards. These levels of attainment do not fully align with the levels of students' knowledge and skills observed in lessons.

- The school does not have any external national or international assessments for Phase 1.

- In the AY2023/24, GL-PTE results indicate that the large majority of Phase 2 students and the majority of Phase 3 students attain levels that are above standards. In PISA 2022 international assessments, 15-year-old students did not meet the set target in Reading literacy, The results in reading literacy at 480 is above the international average. In PIRLS 2021, year 5 students scored 549 which is within the intermediate international benchmark range.

- Students in Phase 3 participated in EDEXCEL International General Certificate of Secondary Education (IGCSE) English Language A, and English Literature and English Second Language. Attainment indicates that the majority of students in English Language A, and most students in English Literature and English Second Language, attain above the international standards.

- In lessons and recent work, the large majority of students in Phase 1 and the majority in Phases 2 and 3 attain levels above curriculum standards. Students demonstrate levels of knowledge, skills, and understanding that are above curriculum standards.

- Over the past three years internal assessment data indicates that the attainment in Phase 1 has been consistently Very Good. In Phase 2 attainment has improved from good in AY 2021/22 to very good in the last two years. In Phase 3 attainment has improved from Acceptable in AY 2021/22 to Very Good in AY 2022/23, then to Outstanding in AY 2023/24.

- In GL-PTE, students' attainment in Phase 2 trends showed fluctuating results, where attainment improved from Very Good in AY 2021/22 to Outstanding in AY 2022/23, then regressed back to Very Good in AY 2023/24. In Phase 3 attainment improved from Good in AY 2021/22 to Outstanding in AY 2022/23 but regressed to Good in AY 2023/24.

- The school's analysis of internal assessment data AY2023/24 indicates that most students in Phase 1 and the large majority of students in Phases 2 and 3 make better than expected progress in relation to their starting points and the curriculum standards. In GL-PTE, less than three-quarters of students in Phase 3 make the expected progress; however, the majority of students in Phase 2 make better than expected progress.

- In lessons and recent work, the large majority of students across all phases make better than expected progress in relation to learning objectives aligned with curriculum standards.

- The school's analysis of progress data AY 2023/24 indicates that girls and boys make Very Good progress in Phases 1 and 2. In Phase 3 boys make more accelerated progress than girls, Outstanding progress compared to Very Good progress. Emirati students make Outstanding progress in Phase 1 and Very Good progress in Phases 2 and 3. Low-attaining students and students with additional learning needs, including students of determination make Outstanding progress in Phases 1 and 3 and Good progress in Phase 2. High-attaining and gifted and talented students make Outstanding progress in Phases 2 and 3. The school has not identified any high-attaining or gifted and talented students in Phase 1. In lessons, low-attaining students and students with additional learning needs, including students of determination, make better-than-expected progress toward their targets when they receive a high level of support. Progress is less evident when they work independently, particularly in Phase 2. Higher-attaining students are not always sufficiently challenged to enable them to make the progress they are capable of.
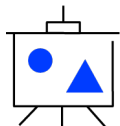
Next Steps:

1. Ensure progress is maintained when low-attaining students and students with additional needs, including students of determination in Phase 2 work independently.

2. Ensure more challenge in lessons for higher-attaining students and those who are gifted and talented.

Mathematics

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in the language. These include the following:
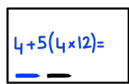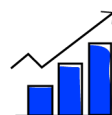
| Number and quantity and their use | Space and shape | Change relationship, algebra and trigonometry | Uncertainty, chance, data and data display | Mathematical thinking: formulating, employing and interpreting |

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Very Good ⬆	Good	Good ⬇	Not Applicable
	Progress	Very Good ⬆	Very Good	Very Good	Not Applicable

Findings:

- The school's analysis of internal assessment data at the end of AY2023/24 against the National Curriculum for England standards indicates that the large majority of students in all phases attain levels that are above curriculum standards.

- The school does not have any external assessments in Phase 1.

- In the AY2023/24, GL-PTM results indicate that the large majority of Phase 2 students and most students in Phase 3 attain levels that are above international standards. Students in Phase 3 participated in EDEXCEL International General Certificate of Secondary Education (IGCSE) mathematics. Attainment indicates that less than three-quarters of students attain levels that are least in line with international standards.

- In PISA 2022 international assessments, 15-year-old students' mathematical literacy result is at 439, which is below the set target and the PISA OECD international average. In TIMSS 2023, year 5 students attained 453.51 in mathematics, a score within the low intermediate benchmark range, and year 9 attained 475.45, a score within the intermediate range in mathematics.

- In lessons and recent work, the large majority of students in Phase 1 and the majority of students in Phases 2 and 3 attain levels that are above curriculum standards. Phase 2 students demonstrate secure calculation skills when applying skills in practical mathematical contexts. In Phases 2 and 3 students' knowledge of multiplication tables is not secure which is affecting their ability to solve problems, particularly in Phase 3.

- Over the past three years, the internal assessment data indicates consistently Very Good attainment in Phases 2 and 3. In Phase 1 attainment improved from Very Good in AY2021/22 to Outstanding in AY2022/23 but regressed to Very Good in AY2023/24. In GL-PTM, students' attainment in Phase 2 indicates an improvement from Good in AY2012/22 to Very Good for the past two years. Phase 3 improved from Very Good in AY2021/22 to Outstanding for the past two years. Trends in external assessment indicate consistently Acceptable attainment in AY 2021/22 and AY 2022/23 and a regression to Weak attainment in AY 2023/24.

- The school's internal assessment data AY2023/24 indicates that the large majority of students in Phases 1 and 3, and most students in Phase 2 make better than expected progress in relation to their starting points

and the curriculum standards. In GL-PTM, less than three-quarters of students in Phase 2 and most students in Phase 3 make the expected progress.

- In lessons and recent work, the large majority of students in all phases make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.

- The school's analysis of internal progress data AY2023/24 indicates inconsistencies between different groups in Phase 1. The progress of Boys is Good in Phase 1, Very Good in Phase 2, and Outstanding in Phase 3. Girls' progress is Very Good in Phases 1 and 2 and Outstanding in Phase 3. The progress of low-attaining students and students with additional needs is Outstanding. In Phase 2, the progress of all groups is Very Good except the high-attaining students and gifted and talented students whose progress is Outstanding. The progress of Emirati students is Very Good in Phases 1 and 2 and Outstanding in Phase 3.

Next Steps:

1. Strengthen students' recall and fluency of multiplication tables across Phases 2 and 3.

2. Improve students' problem-solving skills using mental calculation strategies.

3. Accelerate the rate of progress made by the boys in Phase 1 to a Very Good level.

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	Very Good ⬆	Good	Very Good	Not Applicable
	Progress	Very Good	Very Good	Very Good	Not Applicable

Findings:

- The school's internal analysis of assessment data at the end of the AY2023/24 against the National Curriculum for England standards for science indicates that the large majority of students in Phases 1, 2, and 3 attain levels that are above curriculum standards.

- The school does not have any external assessment in Phase 1. In the AY 2023/24, GL-PTS results indicate that most students in Phases 2 and 3 attain results that are above international standards. Students in Phase 3 participated in the EDEXCEL International General Certificate of Secondary Education (IGCSE) Double Award science. Attainment indicates that less than three-quarters of students attain levels that are least in line with international standards. In PISA 2022 international assessments, 15-year-old students' science literacy attainment is at 463, which is below the set target in science and below the PISA international average. In TIMSS 2023, year 5 students attained 468.07 in science, within the low international benchmark range and year 9 attained 477.24, within the intermediate range in science. These results are below the average of the TIMSS international Benchmark.

- In lessons and recent work, the large majority of students in Phases 1 and 3, and the majority in Phase 2 attain levels that are above curriculum standards. Across all three phases, students actively participate in hands-on activities, but their ability to follow a structured process to investigate scientific questions, and to carry out experiments is underdeveloped. Students lack confidence in drawing conclusions and communicating their ideas and findings While technology integration has a potential impact on learning across phases, its inconsistent application requires further development.

- Over the past three years internal assessment data indicates that students' attainment in Phase 1 improved from Very Good in the AY2021/22 to Outstanding in the AY2022/23 and regressed to Very Good in the AY2023/24. While in Phase 2, students' attainment has been consistently Very Good in science over the past three years. In Phase 3, students' attainment improved from Good in the AY2021/22 to Outstanding in the AY2022/23 and regressed to Very Good in the AY2023/24. In GL-PTS, students' attainment in Phase 2 has been consistently Outstanding for the last three years. In Phase 3, attainment has improved from Very Good in the AY2021/22 to Outstanding in the past two years. Trends in external assessments indicate a regression from Acceptable in AY 2021/22 to Weak in AY 2023/24, where attainment in AY 2022/23 is not indicated.

- The school's analysis of internal assessment data at the end of the AY2023/24 indicates that the large majority of students in Phases 1, 2, and 3 make better than expected progress against curriculum standards and from their starting points. In GL-PTS, the large majority of students in Phases 2 and 3 make better than expected progress.

- In lessons and recent work, the large majority of students in Phases 1, 2, and 3 make better than expected progress against the learning objectives which are aligned with the curriculum standards.

- The school's analysis of students' progress AY2023/24 indicates that boys make Good progress in Phase 1 and Very Good progress in Phases 2 and 3. Data indicates that girls and Emirati students make Very Good progress across the three phases. Low-attaining students and students with additional learning needs, including students of determination, make Outstanding progress in Phase 1, Very Good progress in Phase 2, and Acceptable progress in Phase 3. Higher-attaining students and gifted and talented students make Very Good progress in Phase 2 and Outstanding progress in Phase 3, with none identified in Phase 1.

Next Steps:

1. Integrate the scientific method into science units across all phases, emphasizing the importance of observation, prediction, experimentation, and analysis.

2. Develop the students' skills in drawing evidence-based conclusions and the ability to communicate their findings.

3. Provide lower-attaining students and those with additional learning needs, including students of determination, with the appropriate support to make the progress they are capable of, particularly in Phase 3

Learning Skills

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

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

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

Findings:

- Students are motivated and actively engaged in their learning. They demonstrate a keenness to learn and a growing sense of responsibility for their learning. They know their strengths and weaknesses and take steps to improve. The growing use of self-assessment in Phase 2 and enhanced reflection and justification of answers in Phase 3 demonstrate students' increasing ownership of learning. Introducing study skills for older students reinforces a commitment to equipping them with effective learning tools.

- Students interact and collaborate purposefully and productively in various learning situations to achieve common goals. They effectively communicate their learning with other students and adults, and share ideas, working effectively in groups, while demonstrating active listening and respectful disagreement. The "speakers' corner," presents increased opportunities for students in Phases 2 and 3 to develop communication skills, which demonstrates the school's focus on fostering effective communication. The exploration time in Phase 1, which promotes collaboration, communication, problem-solving, and critical thinking, lays a solid foundation for these skills.

- Students regularly make meaningful connections between different areas of learning and relate these well to their understanding of the world. This ability to connect learning to real-life situations is further reinforced through role-play, industry partner links, and trips in early years, and through project-based learning in middle and high school. The use of manipulatives in Phase 2 and the integration of the Sustainable Development Goals in Phase 3 also supports a connection to the world beyond the classroom.

- Students participate in innovation and enterprise projects, effectively utilizing inquiry skills and learning technologies. Critical thinking and problem-solving are not consistently embedded in lessons. However, students eagerly engage in problem-solving and respond positively to challenges when given the opportunity. The inconsistent application of research skills and the lack of technology integration, particularly in Phases 1 and 2, suggest a need for more strategic development in these areas. Communication, collaboration, critical thinking, and creativity are included as assessment elements of projects, which reinforce the school's commitment to these essential skills.

Next Steps:

1. Enhance students' research skills across all phases, ensuring effective methodologies and meaningful application opportunities.

2. Integrate relevant technology consistently across all curriculum areas to enhance learning and skill development.

3. Further enhance students' critical thinking and problem-solving skills, ensuring these are embedded in all lessons.

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

Personal Development

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

Findings:

- Students across all phases consistently demonstrate positive and responsible attitudes towards their learning. While they are generally self-reliant, they may not always be inclined to take risks in their learning. They readily follow instructions and are frequently self-disciplined. While students respond positively to constructive feedback, they rarely take the initiative to seek critical feedback independently. The school's effective initiatives, such as positive praise cards and the Mamoura British Academy Values, help foster these attitudes and support high aspirations and a commitment to success.

- Students across the phases frequently demonstrate an understanding of expectations and exhibit very positive behavior and respectful interactions which lead to a harmonious learning community. There has been a significant reduction in behavioral incidents due to the school's well-implemented rewards systems, including ClassDojo and house points. Students resort to constructive methods for resolving disagreements, and bullying is very rare.

- Students demonstrate sensitivity to the needs and differences of others, consistently offering support. Relationships within the school are built on Mamoura values such as trust, respect, and kindness, fostering a positive and inclusive atmosphere. This foundation promotes considerate interactions among students and staff.

- Students have a secure understanding of safe and healthy lifestyles, actively engaging in physical education, Wellbeing Week, and diverse extracurricular activities that promote lifelong healthy habits. Initiatives such as the healthy lunchbox competition, the Dubai 30x30 program, and wellbeing tips shared during assemblies empower students to make informed decisions about their physical and emotional health. Additionally, practices such as sensory circuits and mindfulness sessions further enhance their mental well-being. However, the frequent preference for less healthy food options in the canteen highlights an area that requires improvement.

- Attendance is outstanding at 98% overall, with Phase 3 achieving the highest rate at 99%. Students respond well to attendance checkpoints and awards, supported by strong parental engagement. While occasional lateness occurs in Phase 3, this strong attendance record positively impacts student learning and engagement.

Next Steps:

1. Encourage students to actively seek feedback to further develop ownership of their learning.

2. Further promote positive classroom behavior and reduce disruptions to maximize learning time.

3. Reinforce healthy lifestyle choices through healthier canteen options and education on the connection between diet and overall well-being.

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	Very Good	Very Good	Very Good	Not Applicable

Findings:

- Students show a secure understanding of Islamic values and their role in shaping UAE society, with respectful behavior reflecting these values. This influence extends to their daily lives at school, where they show respect, kindness, and empathy towards others, offering support to those in need. Students connect learning about Islamic values, with the school's values and how best to live their lives. They actively participate in celebrating various Islamic occasions, such as Ramadan, iftar gatherings, and the Prophet's (PBUH) birthday, and they donate to different charitable organizations across the country such as the Red Crescent.

- Students are very knowledgeable and demonstrate a strong appreciation and respect for UAE heritage and culture, showing reverence during the National Anthem and actively participating in national events such as National Day and Flag Day. They show a deep understanding of UAE traditions, culture, and heritage. Students discuss the contributions of UAE leaders, emphasizing their achievements and impact on the nation. They have participated in numerous national competitions, visited various traditional areas within the UAE, and engaged in partnerships with local industry entities.

- Students demonstrate a deep understanding, awareness, and appreciation of diverse global traditions through the school curriculum, celebrating this knowledge during events such as International Day, Enterprise Day, and Global Awareness Week, where specific countries are assigned for discussion. However, providing more opportunities for student-led initiatives could further enhance their understanding of other world cultures. International students are knowledgeable and appreciative of their own cultures, though there are limited opportunities for them to showcase their traditions to the entire school.

Next Steps:

1. Further deepen students' understanding of how Islamic values shape and influence UAE society.

2. Provide more opportunities for students to showcase their cultural heritage while enhancing their understanding of diverse world cultures.

3. Expand student-led initiatives by allowing students to organize cultural events and discussions celebrating UAE and global traditions.

Social responsibility and innovation skills

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

Findings:

- Students actively and willingly participate in a variety of meaningful volunteer activities, including supporting charitable causes. Phase 3 students engaged in mangrove planting, organized beach clean-ups, promoted community cycling, and raised awareness for breast cancer. During Enterprise Week, the "Hand in Hand" initiative successfully raised funds for organizations such as the Zayed Humanitarian Foundation and the Learning Support Buddies, which promotes a culture of reading. These efforts have made a positive impact on both the school and the wider community. However, participation in these activities is less evident in Phase 1 and 2. The student voice is robust, and through the Student Council, students take on significant leadership roles. Notably, they led the creation of the school's Values DNA, a student-driven initiative that reflects their commitment to shaping its culture and values.

- Students exhibit a commendable work ethic, actively participating in after-school academic support sessions for core subjects. Students demonstrate strong motivation in their learning and often show initiative in lessons. They contribute creative ideas, offer suggestions, take on leadership roles, and make decisions during group tasks, especially in Phase 3, where their involvement is particularly notable. However, the level of innovation and creativity within lessons remains inconsistent across different subjects and classes.

- Students care for their school and actively seek ways to improve its environment. They demonstrate a strong understanding of national and international environmental issues and the importance of conservation. Sustainability is integrated throughout the curriculum, with projects such as the bio-dome, greenhouse, sustainability corridor, aeroponics units, and the Phase 1 garden. Notable efforts include participation in COP28 and the "Year of the Global Goals" initiative, where each year group supported a designated Global Goal. During Global Goals Day 2023/24, the school was recognized as one of the top three schools in the World's Best School category for environmental action.

Next Steps:

1. Broaden students' understanding of global sustainable and conservation efforts, ensuring these topics are integrated into lessons to enhance their global awareness.

2. Expand students' innovation and creativity, providing regular opportunities to collaborate on projects and initiate their ideas in lessons.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers in all subjects effectively demonstrate and apply subject knowledge in learning activities that challenge and engage students.. Students find the activities presented by teachers engaging, which supports and enhances their learning. Teachers effectively use manipulatives in practical activities and frequently deliver lessons with real-world context, often making connections to the UAE. Teachers skilfully use online and digital learning resources to present ideas that are not easy to demonstrate.

- Teachers plan engaging lessons based on students' prior learning to advance their understanding. Teaching assistants are not fully utilized at the start of lessons, limiting time efficiency. Literacy needs are supported through reading from the presentation screen and bilingual resources in Phase 2 to build subject-specific vocabulary. Key terms and command words are not always prominently displayed. Tasks are planned to cater to diverse abilities with extension activities, but students often wait for guidance after completing tasks. Opportunities for collaboration and discussion are regularly included, with well-sized groups ensuring participation.

- Across the school, the interactions between students and teachers are very positive, fostering a purposeful learning environment where students are keen to learn. Student behavior is well-managed in most lessons. Teachers use effective questioning to check students' recall and basic understanding, often probing the depth of their prior learning. They ask challenging questions that encourage students to expand on their answers or justify them. However, teachers rarely give students time to discuss ideas with a partner or reflect on their answers before seeking a quick response. While teachers typically ratify students' answers, they do not always provide opportunities for others to evaluate or extend these ideas through critical thinking.

- Teachers use effective strategies, incorporating practical activities as a key learning tool across all phases, especially in science. Students are safely supervised during activities like dissections, which allows them to explore more complex ideas hands-on. Although lesson activities are differentiated, teachers do not consistently maintain high expectations or personalize learning for individual needs, particularly for students with additional learning needs, including students of determination and those with gifts and talents. Tasks for the most able and students with additional needs are not always specified in lesson plans.

- Teachers purposefully develop students' critical thinking skills by providing opportunities for innovative work, particularly in Phase 3. Problem-solving and thought-based activities are frequently incorporated into lessons, and critical thinking is strategically planned for in specific learning activities.

Next Steps:

1. Ensure teachers' plans address the specific learning needs of the most able students and those with additional educational needs, including students of determination.

2. Develop the skills of teaching assistants to work independently with student groups, particularly the more able students, at the start of lessons.

3. Ensure teachers provide students with adequate thinking time and opportunities to discuss ideas before responding to questions.

Assessment

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

Findings:

- In all phases, internal assessment processes are coherent and consistent and closely aligned to the requirements of the school's curriculum standards. The school's systems enable student performance data to be carefully reviewed and moderated internally and across the school group to provide valid information on academic performance. Senior leaders and class teachers track and monitor the progress students make within an academic year and over time. The school has comprehensive systems in place to measure the personal and social development of the students.

- The school has rigorous processes for benchmarking its students' academic outcomes against international standards, such as PIRLS (Progress in International Reading Literacy Study), and TIMSS (Trends in International Mathematics and Science Study). Additionally, students take GL-PT assessments, and ABT Arabic assessments, with the results used to compare the school's performance with that of students locally and internationally.

- The school conducts a thorough, termly analysis of assessment data allowing students' achievement to be tracked accurately across the academic year. Attainment and progress data are well analyzed to identify trends and patterns of different groups and individuals. School leaders and class teachers are confident and skilled in their analysis of attainment and progress data.

- Teachers make very effective use of the assessment information when planning learning activities to meet the needs of most groups of students. Lesson plans define tasks at distinct levels, but teachers do not always provide more challenging work for confident learners and higher-ability students promptly. While teachers have detailed knowledge of students' individual strengths and weaknesses, they need to better tailor the pace of learning to ensure all students are appropriately challenged.

- Teachers provide students with very effective personalized in-class support through high-quality verbal feedback. This addresses students' uncertainties and misconceptions promptly. The school has systems in place to monitor students' written work, but students do not always get written detailed feedback on how to improve their work. Students are regularly involved in reviewing their own learning at a basic level through exit ticket activities. Peer assessment with clear rubrics is not common across all subjects or phases.

Next Steps:

1. Develop the monitoring of students' progress in lessons more closely to enable further challenge to be provided promptly.

2. Enhance the opportunities students have to regularly review and assess their learning.

3. Develop students' skills in offering constructive feedback while reviewing and evaluating the work of others.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The curriculum has a clear rationale and is based on the National Curriculum for England standards and the Early Years Foundation Stage Early Learning Goals. Arabic medium subjects follow the Ministry of Education (MOE) guidelines. The school curriculum is aligned with the school, Abu Dhabi, and UAE visions and ensures breadth and balance across all subjects. The curriculum in all phases fulfils all the requirements of the National Curriculum for England and the national statutory requirements.

- The curriculum is effectively planned and ensures continuity and progression in students' learning, supporting their development at each stage. It caters to the diverse needs of learners, providing opportunities for diverse students to succeed. The curriculum helps to ensure that students are well-prepared for the next stage of their education, both within the school and beyond, by offering a range of subjects and experiences tailored to different interests and abilities.

- The curriculum offers a wide range of options for older students, enabling them to choose subjects that align with their interests and future aspirations. These include ICT, food and nutrition, business studies, art, economics, Spanish, design and technology, and psychology, ensuring students have a comprehensive selection to meet both their academic and personal goals. It fosters the spiritual, moral, cultural, mental, and physical development of students, offering a well-rounded education that covers linguistic, mathematical, scientific, technological, human, social, physical, aesthetic, and creative subjects. The curriculum also prepares students for future opportunities and responsibilities, equipping them to thrive culturally, intellectually, morally, physically, emotionally, and spiritually.

- Cross-curricular links and learning opportunities are meaningfully and carefully planned to enrich students' experiences and enable the transfer of learning across different subjects. These connections help students see the relevance of their learning in real-world contexts, promoting deeper understanding and the application of knowledge in diverse situations. By integrating different subjects, students are encouraged to make connections, develop critical thinking skills, and enhance their problem-solving abilities, fostering a more holistic approach to learning. This approach also supports the development of transferable skills that students can apply in both their academic and personal lives.

- The school conducts termly curriculum reviews which feed into a more formal annual review. This ensures that the curriculum continues to meet the needs of students and is kept aligned with the authorized framework and UAE priorities. As part of the review process, the impact of the curriculum on achievement and enjoyment is evaluated with new initiatives and provisions considered.

Next Steps:

1. Review Phase 3 course offerings based on industry trends, student preferences, parental feedback, and university entry requirements.

2. Ensure Phase 4 learning pathways cater to all student abilities.

3. Accelerate the review of the curriculum policy to reflect recent changes in curricular provision.

Curriculum adaptation

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

Findings:

- The school is very successful in ensuring that teachers modify the curriculum to meet the needs of almost all groups of students. This is particularly the case for students with additional learning needs, including students of determination, as well as low-attainers. The modification of the curriculum to meet the needs of gifted and talented students is still in development.
- There is a wide range of opportunities for students to participate in enterprise supported by numerous industry partners. Opportunities for creativity and innovation are provided through almost all curriculum areas as are the opportunities for social contribution, although the latter is less evident in Phase 1 and 2. The very wide range of extra-curricular activities, trips, and visits significantly enhances students' academic and personal development across all phases.
- The curriculum incorporates coherent learning experiences that are integrated across various subjects, enabling students to develop a deep knowledge, understanding, and appreciation of Emirati culture and UAE heritage. These experiences are embedded throughout all phases and subjects, ensuring a holistic and consistent approach to learning.

Next Steps:

1. Enhance modification of the curriculum to meet the needs of gifted and talented students.

2. Provide more opportunities for Phase 1 and 2 students to make a social contribution.

3. Continue to enhance the range of extra-curricular activities available.

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

Health and safety, including arrangements for child protection / safeguarding

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Very Good	Very Good	Very Good	Not Applicable

Findings:

- The school has rigorous and well-communicated policies for safeguarding and child protection that are regularly reviewed to ensure alignment with best practices. Staff receive comprehensive training to ensure thorough awareness of their roles, with advanced training provided for designated safeguarding leads. The school is very effective in ensuring all students are protected from bullying, including online. The school actively teaches students how to stay safe online and on social media.

- The school maintains a safe, hygienic, and secure environment for students and staff, with health and safety arrangements effectively monitored through regular inspections, fire drills, and established emergency procedures. While student supervision is generally effective, there is potential for improvement, particularly during transition periods. A robust security system is in place, featuring a visitor registration process at reception and a color-coded lanyard system to differentiate individuals based on their purpose for being on campus.

- There are very effective policies and procedures in place to ensure that students are safe.

- The building and equipment are very well maintained, with on-site security, routine water quality testing, laboratory chemical disposal, swimming pool maintenance, and daily cleaning of the school efficiently managed. The school keeps secure records of maintenance activities, ensuring the facilities remain in optimal condition to support a safe and conducive learning environment. While the overall safety is well-managed, further improvements could be made to enhance the safety of Phase 1 activity areas by addressing potential hazards. The school's clinics are fully equipped, with secure medication storage and trained medical staff overseeing student well-being. Medications are securely stored and administered only by the nurse, who maintains accurate, up-to-date records, including injury documentation.

- The premises provide a secure physical environment that meets the diverse needs of students, including students of determination. Safe and accessible facilities provide opportunities for all students to participate in both academic and extra-curricular activities, ensuring equity and engagement. The school provides specialized facilities such as science and computer labs, art rooms, an innovation hub, and a theatre to support student learning and development.

- The school's promotion of healthy lifestyles is very effective. Physical education programs and well-structured awareness campaigns for students, including a healthy lunchbox campaign and sports week,

encourage healthy habits. However, the school canteen includes less healthier food options which are invariable selected by students. The school ensures students' comfort and safety through shaded areas, access to drinking water, and targeted well-being initiatives.

Next Steps:

1. Continue to enhance the safety of the school facilities, specifically in the Phase 1 activity area.

2. Strengthen the supervision, particularly during transition periods, to ensure consistent student safety and well-being.

3. Promote students' healthy choices by providing more healthy food choices in the canteen.

Care and support

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

Findings:

- Staff have very positive and purposeful relationships with all students across all phases of the school. The behavior management policy and procedures, based on the school's values and positive reinforcement strategies, have been effective in reducing incidents of poor behavior.

- The school's approach to promoting high levels of attendance through rigorous following up of absences has been effective in increasing the attendance levels overall. Punctuality to school, whilst recently improved, is an area that requires further work.

- The school has rigorous systems for identification and has identified 162 students with additional learning needs, including students of determination, (13% of the school roll). The processes for identifying these students are effective. There are currently only 15 students identified as being Gifted and Talented (G&T) across mainly academic areas. The processes and systems in place to identify G&T are still being refined by the school.

- The inclusion team provides effective support for all students with additional learning needs, including students of determination. Interventions are matched well to students' outcomes through personalized targets included in detailed, regularly reviewed Individual Education Plans (IEPs). The IEPs that are in place to support in Arabic medium subjects are less detailed and effective. The targeted support for more able students identified in Advanced Learning Plans (ALPs) is through providing a greater level of challenge in lessons and a mentoring program, plus tracking and reviewing targets. This is not yet as refined or as effective as the support for students with additional learning needs.

- The wellbeing and personal support of students are monitored well through the pastoral leadership team, social worker, and school counselor. This information is used to provide highly effective academic and personal guidance and support for students. For older students, the school provides very effective advice and guidance about career choices and higher education pathways aligned to personal and national aspirations.

Next Steps:

1. Enhance the detail and effectiveness of IEPs for students in Arabic medium subjects.

2. Further develop the system to identify gifted and talented students throughout the school.

3. Improve the support and guidance provided to gifted and talented students.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good

Findings:

- Leaders at all levels, under the guidance of the principal, set a very clear strategic direction and promote a bold, inclusive vision that is embraced by the entire school community. Senior leaders demonstrate a strong commitment to UAE national and Abu Dhabi priorities, ensuring these are reflected throughout the school. They foster an inclusive ethos that actively involve stakeholders in the process, ensuring the development of stakeholder voice. Leadership is distributed across the school, with every member of staff engaged in contributing to the school's vision and continuous growth.

- Leaders at all levels, including the principal, demonstrate thorough knowledge of the curriculum and best practices in teaching, learning, and assessment. Their leadership is strongly focused on raising students' achievements and fostering an inclusive, purposeful learning culture. They are committed to ensuring that every student reaches their full potential. The leaders have extensive knowledge of the English Curriculum and continuously implement strategies to enhance teaching and learning. The positive ethos within the school contributes significantly to creating a supportive and motivating learning environment for all students.

- Relationships and communication with all stakeholders are consistently professional and effective, fostering trust and collaboration. Leadership is shared effectively among competent individuals and teams, with clear, shared accountability. The positive morale throughout the school contributes to a supportive and motivating learning environment.

- Leaders at all levels demonstrate a clear and accurate understanding of the school's changes since the last inspection, including the introduction of the US curriculum, the return to the National Curriculum for England, and the inclusion of boys in a co-educational secondary school. Considerable improvements have been achieved, and leaders know exactly what steps to take to drive further progress.

- Leaders have been innovative and very successful in improving the school. Collective accountability ensures ongoing improvement in school performance. Leaders ensure that the school is fully compliant with statutory and regulatory requirements.

Next Steps:

1. Continue to raise levels of achievement throughout the school in all subjects and all phases.

2. Develop the Phase 4 curriculum further to ensure it is fully inclusive.

3. Implement the planned measures to improve the identification of students who are gifted and talented.

School self-evaluation and improvement planning

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

Findings:

- Staff members are involved in systematic and rigorous self-evaluation. The process of self-evaluation draws on internal and external assessment data, as well as the views of stakeholders from consultations and surveys with students, parents, and staff. The school knows its strengths and areas for improvement very well and has identified and analyzed key priorities accurately, as can be seen from the quality of its school development planning.

- Effective monitoring ensures that there is appropriate evaluation of teaching and learning and their positive effect on students' achievements. Some inconsistencies in the quality of teaching of a very small number of staff have been identified and these are being addressed appropriately to mitigate any impact on student achievement.

- School improvement planning is coherent and of very high quality and focuses on key priorities for improvement in the school. It identifies key actions, time scales, responsible people, and success criteria. The school improvement plan takes into account issues raised in the previous inspection reports as well as other reliable sources. It is based on robust self-evaluation and contains strategic and operational actions that address the issues identified. It is also focused on improving academic and social learner outcomes.

- All the recommendations from the past report have been implemented or are in the process of being implemented. The school has shown sustained improvement over time in key areas.

Next Steps:

1. Increase the rigor with which teaching is monitored, evaluated, and followed up.

2. Expand the extent to which the student voice contributes to the school development planning processes.

3. Continue to develop the effectiveness of middle leaders in monitoring the achievement of students.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- Parents are fully supportive of the school and strongly recommend it to others. Leaders and members of the Parents Association effectively support and drive initiatives across the school's academic and pastoral work, helping deepen students' understanding of the wider world. Parents are highly focused on the academic provision and the goal of securing university placements for their children. Feedback is gathered through regular surveys and thoroughly analyzed to identify areas for improvement. Recent surveys led to reviews on homework practices and the expansion of extracurricular offerings. The school is also working to streamline communication with parents to enhance their understanding of student assessments. Parents are involved through an effective Parents Association and Fathers' Group, participating in assemblies, awards ceremonies, coffee mornings, and curriculum-aligned workshops.

- The communication between the parents and the school is effective with different avenues open for parents to seek information or to share their views. The school employs a parent relations executive to meet with the parents when they come into school for the first time and as a conduit to pass information to school leaders and teachers. The school's website is informative and provides links to social media sites that showcase students' work and pass on information to the parents. The website shares a wide range of key policies written in English for parents to read, including policies on child protection and well-being. These have yet to be updated for the new academic year. Parents of children with additional learning needs and students of determination are involved in the review and planning of their child's education plan (IEP). Parents are very happy with the opportunities they have to communicate their ideas and concerns to the school.

- The school provides comprehensive and detailed reports to parents on student's academic and personal development. Clear strategies are used to effectively convey aspects of student achievement. Teachers review students' learning in the reports and suggest targeted areas for improvement to enhance their understanding and skills in each subject.

- The school makes sustained social contributions locally, nationally, and internationally. It has comprehensive initiatives supporting mental health awareness and fostering student leadership in school initiatives. Strong links with businesses provide internships for Years 10 and 12, while efforts to connect with universities support future opportunities. Partnerships with other schools through events and competitions aim to develop global student connections, with international collaboration in its early stages.

- The school actively engages with the local and wider community, collaborating with organizations like Make-A-Wish to support charitable causes. It is strengthening partnerships to enhance students' awareness of mental health and well-being. Students play a key leadership role, offering their perspectives on school initiatives.

- Efforts to expand industry connections provide work placements for students, while collaborations with universities in the UAE and abroad help broaden their future pathways. The school also fosters inter-school cooperation through events and competitions, laying the foundation for international student links.

Next Steps:

1. Develop parents' awareness and understanding of the value of vocational courses.

2. Ensure health and safety policies, including Safeguarding and child protection are updated and are communicated to parents.

3. Facilitate links and opportunities to work collaboratively with schools abroad.

Governance

Performance Indicator	Quality judgement
Governance	**Very Good**

Findings:

- Two governing bodies exist, the Corporate Governance Group and the Strategic Governance Group. This governing body (SGG) is fully representative of the school community and includes parents and school staff as well as representatives of the owners. As well as a report from the principal at each Governing Board meeting, regular audits of the school's provision are conducted which include learning walks and surveys of parents and students. Consequently, the governors have a comprehensive, and accurate knowledge of the work of the school.

- The Governing Board holds the leadership of the school to account for their performance. It monitors the student outcomes, both academic and personal development. Members of the Board pay regular visits to the school to engage in learning walks, observations and professional discussions with members of staff. As a result, it plays the part of a constructive critic for the school.

- The governors ensure that the school is well staffed and that it has high-quality resources for teaching, learning and extra-curricular activities. They also make sure that the school meets all statutory requirements.

Next Steps:

1. Ensure that appropriate high-quality learning pathways are put in place, to cater to the full range of learners as they move up through the school.

2. Continue to promote the raising of levels of achievement, in all phases of all subjects, in the school

Management, staffing, facilities and resources

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

Findings:

- The day-to-day management of the school, including the highly efficient timetabling, ensures it is run very smoothly with all staff and students well aware of school routines and requirements.

- The school is appropriately staffed with suitably qualified personnel to enable the fulfillment of the vision and mission of the school. The bespoke professional development program including for teachers new to the UAE, also utilizes the expertise of more experienced teachers. Teachers, support staff, and specialists such as inclusion teachers are deployed effectively. Subject leaders in the MoE departments currently have a relatively low amount of non-teaching time.

- The premises are of the highest quality with extensive specialist facilities including spacious indoor and outdoor areas for Early Years students. The school provides a safe, pleasant, and inspiring environment that is well-suited to supporting curricular and extracurricular activities.

- The school is extremely well equipped with all necessary and relevant resources, including technology, that are of the highest quality, effectively matched to curriculum requirements, and fully support teaching and learning.

Next Steps:

1. Ensure that all subject leaders, especially in the MoE departments, have appropriate amounts of non-teaching time to conduct managerial responsibilities.

2. Continue to ensure the premises and facilities meet the needs of all groups of students.

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