

Irtiqa'a School Inspection

AY 2024/25

Repton Foundation School

Rating: Outstanding

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School Information

General Information

 Name	Repton Foundation School
 Esis Number	9236
 Location	10, Al Muqantar St, Al Reem Island, Abu Dhabi, 22668
 Website	https://www.reptonabudhabi.org/
 Telephone	026573436
 Principal	MARIE THERESE AL NASRAWI
 Inspection Dates	28 to 30 Jan 2025
 Curriculum	British

Information On Students

Cycles	KG
Number of students on roll	414
Number of Emirati students	42
Number of students of determination	29
Largest nationality group of students	India - UAE - Britain

Information On Teachers

Number of teachers	25
Nationalities	Ireland - United Kingdom (UK) - Jordan
Number of teaching assistants	19

Changes since the previous inspection

Since the previous inspection, the school has maintained its overall Outstanding performance rating.

Significant improvements have been observed in students' achievement in Arabic, which has risen from Very Good to Outstanding levels in FS2 (Phase 1). In Year 1 (Phase 2), students' attainment in Arabic was rated Very Good, with Outstanding progress, while Islamic education was evaluated as Very Good overall.

In English medium subjects, students' achievement in FS2 (Phase 1) has remained Outstanding. During this inspection, Year 1 (Phase 2) students' achievement was rated Outstanding in Mathematics and Science, and Very Good in English. Students' learning skills continue to be Outstanding in Phase 1 and have now been judged as Outstanding in Phase 2.

Students' personal and social development and innovation skills, which were not previously reported on, have now been included in this inspection. These aspects have been evaluated as Outstanding across both phases.

Teaching and assessment have been sustained at an Outstanding level in Phase 1 and were also evaluated as Outstanding in Phase 2 during this inspection. Teachers have effectively collaborated on lesson planning, with lessons now routinely incorporating information and communication technology (ICT). A comprehensive CPD program has been implemented to equip teachers with the skills and strategies needed to support students effectively. The new school data program is now well-established, enabling leaders and teachers to conduct more efficient data analysis and improve time management. Student tracking sheets have been streamlined to reduce teacher workload while still providing high-

quality information about students' knowledge and next steps. This new system allows teachers to quickly identify students requiring additional support, ensuring the right level of challenge in lessons.

Curriculum design, implementation, and adaptation were evaluated as Outstanding during this inspection. The curriculum is continuously reviewed and innovatively planned with strong cross-curricular links, ensuring seamless progression, excellent preparation for future education, and tailored provision to meet the academic and personal needs of all students.

Health and safety, including child protection and safeguarding policies, remain Outstanding, as does the care and support provided to students. The WellComm assessment and intervention program has been introduced to offer additional support to bilingual and multilingual students. Timetabled-focused activities now provide extra support for English Language Learners (ELL).

All aspects of leadership and management remain Outstanding, including the effectiveness of leaders at all levels, the quality of the school's self-evaluation and improvement planning, partnerships with parents and the community, governance, and the management of facilities and resources. Senior leaders have addressed all recommendations from the last inspection report. The Senior Leadership Team (SLT) and the Board of Governors have worked tirelessly to improve and sustain students' achievement standards across all subjects and maintain consistently Outstanding teaching. They have provided targeted professional development for teachers to ensure effective challenges for all student groups. Leaders have also refined communication systems with parents, streamlining the parents' portal to allow them to opt into specific information.

Overall, the progress made in raising standards since the previous inspection demonstrates that leaders continue to exhibit outstanding capacity to further improve the school.

Performance in standardized and international assessments

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

Standardized Assessments

Students in Year 1 participated in the Granada Learning Progress Test in mathematics. Results for AY2023/24 indicate outstanding levels of attainment.

Reading

The library is an inspiring environment with more than 6400 books in a variety of languages including 300 in Arabic. There is a mix of fiction and non-fiction books as well as leveled guided reading books. All the books and resources are easily accessed by students with child-friendly labeling used to categorize the books. The reading environment is extremely inviting with age-appropriate seating and resources, as well as colorful displays and 'discovery' centers. Classrooms and corridors also stock a wide range of books from guided reading texts, project books as well as fiction, non-fiction, and genre such as poetry.

Additionally, the library and the specialist Arabic classrooms house a variety of Arabic language books to support the Arabic curriculum. There is a strong focus on developing students' early reading skills and appreciation of the language through storytelling, complemented by parents reading to students in Arabic. There are currently no digital reading platforms for either English or Arabic. The well-embedded phonics and writing programs have had a significant impact on early literacy development. Regular reading and phonics assessments indicate that students are tracked, streamed, and supported very effectively with a consequent positive impact on their progress. Reading is also very effectively promoted through competitions, World Book Day, Roald Dahl Week and World Languages Week.

Parents provide excellent support through hearing their children read at home. They are also regular

participants in weekly story sessions in their home languages such as Spanish, Arabic and Chinese and the library is open to parents.

Strengths of the school

- Students make outstanding levels of progress particularly in mathematics, science and Arabic as a first language.
- Students' attitudes, behavior and sense of responsibility are exemplary; they are tolerant, respectful, and mutually supportive.
- Highly effective teaching and the effective use of assessment lead to students acquiring excellent learning skills and making at least very good, and often outstanding, progress in all subjects.
- Students thrive due to the vibrant learning environment that promotes their independence, curiosity and their key skills in numeracy, literacy and science.
- The imaginative, engaging, and challenging curriculum, together with high quality support, contribute significantly to the achievement of all students.
- The school provides comprehensive support and resources to ensure high levels of well-being, health and safety for all students and staff.
- The school benefits from outstanding and visionary leadership that builds on significant achievements and promotes a culture of continuous improvement.

Key Recommendations

1. Improve and sustain students' standards of achievement across the core-curriculum subjects by:

- engaging students in opportunities to link Islamic concepts to their every-day real life situations.
- improving students' memorization and recitation of the Holy Qur'an.
- improving the quality of students' writing skills in English and Arabic across both phases to a consistently outstanding level.
- supporting students with additional learning needs including students of determination in accelerating their progress across the core curriculum subjects.
- promoting students' confidence in articulating their learning using subject specific vocabulary in mathematics and science.
- increase opportunities for students to independently carry out hands-on scientific investigations.

2. Ensure consistency in the Outstanding quality of Teaching and Assessment across the school by:

- ensuring all students fully understand what they need to do to improve their work.
- further improving the quality of differentiation in Arabic medium subjects.
- actively promoting and providing opportunities for students to develop their entrepreneurial skills.
- ensuring that more able students have appropriate challenge to further extend their learning and that students with additional learning needs are supported to make at least Very Good levels of progress.
- seeking to benchmark students' attainment across all core-curriculum subjects.

3. Sustain the outstanding aspects and further improve leadership; governance; management of facilities and resources by:

- ensuring the school's self-evaluation is more accurately linked to the improvement plan.
- continuing to provide targeted training for teachers ensuring consistency in overall teaching quality across the school.
- closely monitoring the strategies and support systems in place to ensure that all groups of students make high levels of progress across all subjects.
- ensuring the school has a variety of natural materials available for student use in classrooms and specialty areas.
- carrying out the plans to further developing the outdoor play areas.

Overall School Performance: Outstanding

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

PS2: Students' personal and social development, and their innovation skills				
	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Outstanding	Outstanding	Not Applicable	Not Applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Not Applicable	Not Applicable
Social responsibility and innovation skills	Outstanding	Outstanding	Not Applicable	Not Applicable

PS3: Teaching and Assessment				
	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Outstanding	Outstanding	Not Applicable	Not Applicable
Assessment	Outstanding	Outstanding	Not Applicable	Not Applicable

PS4: Curriculum				
	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Outstanding	Outstanding	Not Applicable	Not Applicable
Curriculum adaptation	Outstanding	Outstanding	Not Applicable	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	Outstanding	Outstanding	Not Applicable	Not Applicable
Care and support	Outstanding	Outstanding	Not Applicable	Not Applicable

PS6: Leadership and Management	
The effectiveness of leadership	Outstanding
School self-evaluation and improvement planning	Outstanding
Parents and the community	Outstanding
Governance	Outstanding
Management, staffing, facilities and resources	Outstanding

Inspection findings

PS1: Students' achievements

Islamic Education

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



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

Findings:

- The school's analysis of internal assessment data for the AY2023/24 measured against the Ministry of Education (MoE) curriculum standards for Islamic Education indicate that the large majority of students in Year 1 (Phase 2), attain levels above curriculum standards. This is also reflected in students' work and during lessons.
- There are no external national or international tests undertaken for students in Islamic education.
- In lessons and in students' work, the large majority of students in Year 1 (phase 2) demonstrate knowledge, skills and understanding of Islamic concepts that are above curriculum expectations. Students demonstrate a strong understanding of Islamic values; however, only a few are able to articulate how these can be applied. They demonstrate the ability to recite simple Surahs from the Holy Qu'ran.
- Over the past three years the school's internal assessment data indicates that most Year 1 (phase 2) students consistently attained levels above curriculum standards in the AY2021/22 and the AY2022/23; however, in the AY2023/24 attainment regressed to Very Good levels.
- The school's analysis of internal data for the AY2023/24 indicates that most students in year 1 make better than expected progress in relation to their starting points at the beginning of the academic year and against curriculum standards.
- In lessons and their recent work, the large majority of students in Year 1 (phase 2) make better than expected progress in relation to appropriate learning objectives aligned with the curriculum standards.

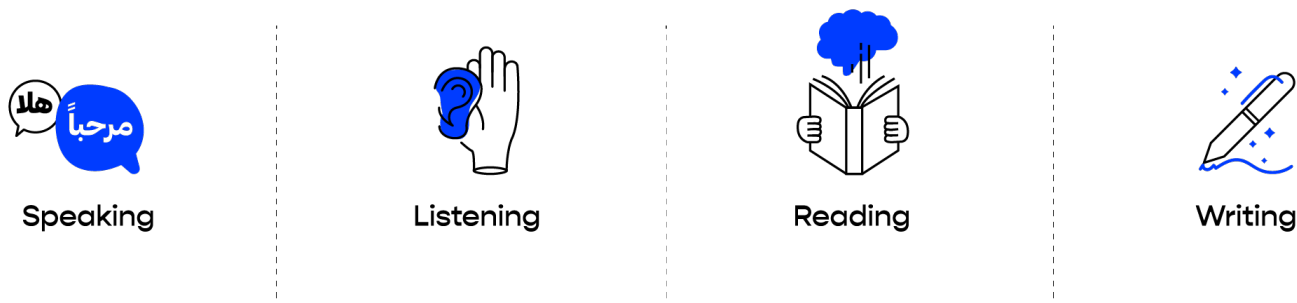
- The school's analysis for the progress of the different groups of students in Year 1 (phase 2) indicates that girls, Emirati students and low attainers make outstanding progress. High attainers and boys make Very Good levels of progress and students with additional learning needs including students of determination make Good progress.

Next Steps:

1. Provide students with opportunities to reflect on their learning about Islamic concepts and how they link to their every-day real life situations.
2. Continue to improve students' memorization and recitation of the Holy Qur'an by providing more opportunities for practice.
3. Support students with additional learning needs including students of determination to accelerate their progress.

Arabic as a first language

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



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

Findings:

- The school's analysis of internal assessment data for the AY2023/24 measured against the Ministry of Education (MoE) curriculum standards for Arabic as a first language indicates that most students in Phase 1 and the large majority of students in Phase 2, attain levels that are above curriculum standards. This is also reflected in students' work and during lessons.
- There are no external national or international tests undertaken for students in Arabic as a first language.
- In lessons and in their recent work, most students in Phase 1 and the large majority of students in Phase 2 demonstrate levels of knowledge, skills, and understanding that are above curriculum standards. In FS2, students can read different words in addition to common sight words and understand the spoken standard Arabic. Their writing skills are well developed against the expectations of the phase. In Year 1 students understand a range of familiar and unfamiliar spoken expressions. They enjoy reading words and simple sentences with accuracy and comprehension. However, they need to further develop their ability to use newly acquired vocabulary when speaking. Students' writing skills in Year 1, while secure, have room for further development.
- Over the past three years, the school's internal assessment data indicates that most students in Phase 1 consistently attained levels above curriculum standards. In Phase 2, students' attainment was Outstanding in the AY2021/22 however it regressed to Very Good for the following two academic years.
- The school's analysis of internal data for the AY2023/24 indicates that most students across both phases make better than expected progress in relation to their starting points at the beginning of the academic year and against curriculum standards.
- In lessons and their recent work, most students in both phases make better than expected progress in relation to appropriate learning objectives aligned with the curriculum standards.
- The school's analysis for the progress of the different groups of students in indicates that that boys, girls, low attainers and Emirati students make outstanding progress in phases 1 and 2. While higher

attaining students make outstanding progress in phase 2, they make good progress in Phase 1. Students with additional learning needs, including students of determination, make acceptable progress in Phase 1 and good progress in Phase 2.

Next Steps:

1. Provide more opportunities for students to enhance their writing skills in lessons.
2. Ensure that students use the newly gained vocabulary from reading successfully when speaking.
3. Accelerate the progress of students with additional learning needs across both phases.

English

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



Speaking



Listening



Reading



Writing

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

Findings:

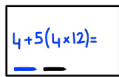
- The school's analysis of internal assessment data for the AY2023/24 measured against the Early Years Foundation Stage and National Curriculum for England indicates that most students in Phase 1 and the large majority in Phase 2 attain levels above curriculum standards. This is also reflected in students' work and during lessons.
- There are no external national or international tests undertaken for students in English.
- In lessons and in their recent work, most students in Phase 1 and the large majority in Phase 2 demonstrate levels of knowledge and skills in reading, writing, speaking, and listening that are above curriculum standards.
- Over the past three years, the school's internal assessment data indicates that most students in phases 1 and 2 attained levels that were consistently above curriculum standards.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in Phase 1 and the large majority in Phase 2 make better than expected progress in relation to their starting points at the beginning of the academic year and against curriculum standards.
- In lessons and in their recent work, most students in Phase 1 and the large majority of students in Phase 2 make better than expected progress in relation to the appropriate learning objectives that are aligned with the expected curriculum standards.
- The school's analysis for the progress of the different groups of students indicates that in Phase 1, boys, Emirati students, and low and high attainers make outstanding progress. However, girls make very good progress, and students with additional learning needs, including students of determination, make good progress. In Phase 2, boys, girls and low attainers make very good progress, Emirati students make good progress; and students with additional learning needs, including students of determination, make acceptable progress.

Next Steps:

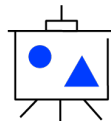
1. Provide more opportunities to further develop students' writing skills in both phases.
2. Extend students' communication and speaking skills even further by raising expectations and providing more opportunities.
3. Accelerate the progress of students with additional learning needs so they consistently make at least very good levels of progress.

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:



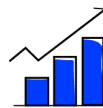
Number and quantity and their use



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	Outstanding	Outstanding	Not Applicable	Not Applicable
	Progress	Outstanding	Outstanding	Not Applicable	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY2023/24 measured against the Early Years Foundation Stage and National Curriculum for England indicates that most students in phases 1 and 2 attain levels above curriculum standards. This resonates with observations in lessons and in students' work.
- Phase 2 students participated in the Granada Learning Progress Tests for Mathematics (GL-PTM) in the AY2023/24, results of which indicate that most students attained above curriculum standards.
- In lessons and in their recent work, most students in both phases demonstrate levels of mathematical knowledge, skills, and understanding above curriculum standards.
- The school's internal assessment data over the past three years indicates that in both phases, students have consistently attained levels above curriculum standards.
- Trends in GL-PTM indicate Very Good levels of attainment in the AY2021/22, which improved to consistently Outstanding levels in the following two academic years.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in phases 1 and 2 make better than expected progress in relation to their starting points at the beginning of the academic year and against curriculum standards.
- In lessons and their recent work, most students in phases 1 and 2 make better than expected progress in relation to appropriate learning objectives aligned with the curriculum standards.
- The school's analysis of the progress of the different groups of students indicates that most groups of students including boys, girls, Emirati students, as well as low and high attainers, make outstanding progress in both phases. Students with additional learning needs, including students of determination, make outstanding progress in Phase 1 and good progress in Phase 2.

Next Steps:

1. Build on students' genuine interest in mathematics by continuing to provide them with opportunities to apply their mathematical knowledge to solve problems.
2. Continue to provide the most able students with greater challenge including more opportunities to enquire and investigate at the highest level.
3. Accelerate the progress of students with additional learning needs including students of determination in Year 1.

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	Outstanding	Outstanding	Not Applicable	Not Applicable
	Progress	Outstanding	Outstanding	Not Applicable	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY2023/24 measured against the Early Years Foundation Stage and National curriculum for England standards indicates that most students in phases 1 and 2 attain levels above curriculum standards. These levels of attainment are in line with observations in lessons and students' work.
- There are no external national or international tests undertaken for students in science.
- In lessons and their recent work, most students in phases 1 and 2 demonstrate levels of scientific knowledge, skills, and understanding above curriculum standards. Students in FS2 rapidly develop their understanding of the world. They can describe in detail similarities and differences between environments. Students demonstrate a strong understanding of scientific concepts and processes. They exhibit proficiency in practical skills, accurately apply classification and identification skills, and exhibit developing analytical and observational skills. Guided by their teachers, students conduct experiments, make thoughtful predictions, and analyze outcomes. Across both phases, students confidently use appropriate scientific terminology and a wide range of subject-specific vocabulary, reflecting their developing scientific literacy.
- Over the past three years, the school's internal assessment data indicates that most students in phases 1 and 2 consistently attained levels above curriculum standards.
- The school's analysis of internal data for the AY2023/24 indicates that most students across both phases make better than expected progress in relation to their starting points at the beginning of the academic year and against curriculum standards.
- In lessons and their recent work, most students in phases 1 and 2 make better than expected progress in relation to appropriate learning objectives aligned with the curriculum standards.
- The school's analysis of the progress of the different groups of students indicates that all groups of students, including boys, girls, Emirati students, low and high attainers, and students with additional learning needs, including students of determination, in Phase 1 make outstanding progress. In Phase

2, while boys, girls and low attainers make outstanding progress, Emirati students and high attainers make very good progress and students with additional learning needs, including students of determination, make good progress.

Next Steps:

1. Increase opportunities for students to independently carry out hands-on scientific investigations.
2. Provide students with more opportunities to record their investigation findings in a wider variety of age-appropriate ways.
3. Accelerate the progress of students with additional learning needs, including students of determination.

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	Outstanding	Outstanding	Not Applicable	Not Applicable

Findings:

- Students are highly motivated and keen to participate in the learning opportunities provided. They are engaged and active learners, eager to take responsibility for their own learning. Students demonstrate their natural curiosity and show a growing awareness of their strengths and next steps in learning. They enjoy sharing their ideas, achievements and creations. They respond well to feedback and take the necessary steps to improve, sometimes requiring prompting.
- Students interact very effectively with each other, having many opportunities to discuss their ideas with one another. They share materials and space and take turns, needing only occasional gentle reminders. They collaborate in a variety of structured and open-ended play opportunities, negotiating and working together to reach a common goal. They are able to communicate their learning very clearly, practicing new vocabulary and incorporating non-verbal approaches to describe what they have learned.
- Students consistently have opportunities during lessons to make meaningful connections to other areas of learning. Often these connections are made explicit, such as applying phonics skills during handwriting lessons or completing math tasks. Students encounter cross-curricular tasks and activities in the specialty rooms, such as the Discovery Zone and the Enrichment room. Students are regularly encouraged to make relevant connections to their own lives as they deepen their understanding of the world around them. Most lessons and learning experiences provide visible, intentional connections to the UAE.
- Students are innovative and creative, using their imagination to explore and represent their thinking and learning in a variety of ways using rich and varied materials. They are independent learners who have choice and agency to find things out for themselves through hands-on investigations. Year 1 students regularly and independently use learning technologies, such as iPads, to document and reflect on their achievements and creations. Critical thinking through open-ended questions and problem-solving scenarios are common features embedded in lessons across subjects, and students frequently work in groups to process and evaluate a range of information to arrive at solutions.

Next Steps:

1. Continue to provide students with opportunities to identify their strengths and areas for development, encouraging them to suggest ways they can improve.
2. Increase opportunities for students to engage in group projects that support them in identifying, choosing and completing different tasks that contribute to a common goal.
3. Ensure students are consistently asked to share their ideas and answers with a partner across all classes to regularly practice their communication skills.

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

Personal Development

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Outstanding	Outstanding	Not Applicable	Not Applicable

Findings:

- Students consistently demonstrate a very positive attitude towards school and learning. They regularly take responsibility for their own learning, making independent choices and showing initiative in determining the learning activities they wish to pursue. They often demonstrate calculated risk-taking and reflect on the outcomes of their actions. Students show curiosity and interest in their lessons and in the varied learning experiences that are available, participating with enthusiasm and enjoyment.
- Students are supported in self-regulating their emotions and behavior through the intentional teaching of strategies, such as mindful breathing and taking a break in the calm corner when needed. Students clearly understand behavior expectations and class and school rules, resulting in students regularly displaying excellent behavior. When occasional conflict arises, teachers work with students to resolve the conflict in respectful ways, encouraging them to reflect on their actions and suggest solutions.
- Student-staff relationships are friendly, warm and respectful. Students demonstrate comfort, safety and confidence at school. Staff are responsive to student needs who demonstrate respect for the teachers and learning assistants. Relationships among students are supportive and caring. Students are often seen helping, encouraging and including one another during learning and play.
- Students are highly aware of what constitutes safe and healthy lifestyles, easily identifying healthy and unhealthy foods and explaining how often each type of food should be eaten. They regularly take their water bottles to outdoor spaces and understand the need to stay hydrated. Students wear safety equipment during hands-on scientific investigations, such as safety goggles, and can explain their purpose. They actively participate in a variety of movement and physical activity throughout the day and can describe the benefits of being active.
- Attendance across both phases is Outstanding at 98%. Most students are punctual, arriving at school on time each day.

Next Steps:

1. Further develop every student's ability to independently recognize when they need to regulate their energy and emotions and employ effective strategies to do so.
2. Continue to focus on building positive relationships with and between students.
3. Further integrate concepts of safe and healthy lifestyles into daily routines and activities.

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	Outstanding	Outstanding	Not Applicable	Not Applicable

Findings:

- Students demonstrate an excellent understanding of the values of Islam, and they fully understand how Islamic values influence UAE society. They appreciate the relevance and impact of these values on everyday life in school and reflect upon key messages in relation to their own lives and experiences. This is very well developed through high-quality participation in the wide range of cultural activities and many research projects offered by the school.
- Students are involved in a range of cultural activities that develop their respect and understanding of the heritage and culture of the UAE. They are very knowledgeable and fully respectful of the UAE heritage and culture through their participation in a range of culture activities such as National Day celebrations and UAEFlag Day. Students know many UAE key historic and contemporary sites in age-appropriate detail.
- Students across the school take pride in their own cultures while showing great respect and appreciation for others. They celebrate their own traditions as well as those of different cultures around the world. They demonstrate a mature understanding of cultural diversity and deeply value the multi-cultural environment of the Emirate.

Next Steps:

1. Encourage students to take the initiative in developing activities that highlight the heritage and culture of the UAE, particularly in Year 1.
2. Continue to further enhance and deepen students' awareness of other world cultures.
3. Further increase students' knowledge and understanding of Islamic values, with a particular focus on FS2 students.

Social responsibility and innovation skills

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

Findings:

- Students are responsible and actively contribute to both school life and the wider community, including volunteer activities such as collecting charities for the Red Crescent, and participating in a beach clean-up campaign. They take responsibilities in a thoughtful and orderly manner. They show care and concern for others and demonstrate active citizenship. Their positive impact extends to both the school and the wider community. The school values their opinions, which often shape its development.
- Students demonstrate exceptional work ethics, confidently take on leadership roles, and contribute innovative and practical ideas to their learning. The school promotes social responsibility and leadership, cultivating a positive and inclusive environment. Students take on key roles in organizing activities, group projects, and collaborative initiatives. Innovation is actively encouraged through entrepreneurial activities, promoting both academic growth and the development of essential life skills. The school provides ample opportunities for students to showcase their talents, nurturing creativity and leadership both inside and outside the classroom.
- Students independently take responsibility for their environment. They engage in removing litter, arranging furniture, and cleaning up any mess in their direct environment. They use resources, such as water and electricity, thoughtfully and responsibly. Students can describe their experiences with the natural world in detail, including activities like tending to plants and caring for animals. The school offers opportunities to explore nature through trips, such as visits to Al Reem Park. Additionally, to reinforce environmental responsibility, sustainability objectives and practical examples of re-purposing are displayed in the corridors inside the school.

Next Steps:

1. Encourage students to participate in initiatives aimed at creating a greener and more sustainable school environment.
2. Introduce and motivate FS students to take part in eco-friendly activities, helping them build awareness and understanding of environmental challenges.
3. Sustain efforts to involve students in programs that boost creativity, promote innovation, and cultivate skills in entrepreneurship and enterprise.

PS3: Teaching and Assessment

Teaching for effective learning

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Outstanding	Outstanding	Not Applicable	Not Applicable

Findings:

- Most teachers have excellent subject knowledge and expertise in how students learn them, which they impart expertly to students enthusiastically and purposefully.
- In most lessons, teachers plan imaginative and enjoyable lessons with focused objectives, clear success criteria and tasks that are suitable for different groups. The learning needs of students are met fully in almost all subjects. However, occasionally in Arabic language lessons, teachers do not make full use of lesson plans to promote the right level of challenge. Most teachers provide inspiring learning environments and use time and resources creatively to enable all groups of students to learn very successfully in a play based active learning environment.
- Most teachers' interactions with students ensure that they are always active and focused learners. They know how to create meaningful contexts and ensure that students make use of effective discussion to consolidate their ideas and formulate a response to challenging stimuli. Questioning challenges students' thinking and promotes insightful responses. Teachers skillfully develop students' higher-order thinking skills. However, in a few lessons teachers do not give students sufficient time to think about their responses.
- Most teachers use strategies that set very high expectations as well as very successfully meet the individual needs of students. In most lessons, they use assessment data effectively to provide challenging work alongside the teaching assistants who offer excellent support to ensure all groups of students make high levels of progress.
- Teachers use questioning to promote dialogue which is highly personalized to individual students' needs. Independent learning is rooted in classroom activities. Innovation, enterprise, enquiry, critical thinking and ICT skills are incorporated very effectively into all areas of learning, though not consistently in all lessons.

Next Steps:

1. Enhance task differentiation in Arabic language lessons to ensure each student is appropriately challenged according to their ability.
2. Provide students with additional time to reflect on questions and formulate thoughtful responses during lessons.
3. Ensure all teachers actively promote entrepreneurial skills and mindsets in students, empowering them to develop and implement their innovative ideas effectively.

Assessment

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Outstanding	Outstanding	Not Applicable	Not Applicable

Findings:

- Internal assessment processes are fully coherent and consistent across both phases of the school. They provide valid and reliable information to evaluate and report on student attainment and progress against the appropriate curriculum standards. Teachers thoroughly and regularly document continuous assessment information on a tracker and use this information to inform weekly and termly planning as well as set goals for individual students and different groups.
- The school has opted to benchmark Year 1 students against international standards in mathematics using the Granada Learning Progress test (GL-PTM). This also provides them with information to support students in their transition to Year 2.
- Internal assessment data is rigorously analyzed on a regular basis by all teachers and is used to identify strengths and areas for development for all students. Teachers' planning includes detailed information to support, challenge and extend the learning for individual students and groups of students. Middle and senior leaders cross-check the data for accuracy and validity through regular monitoring, moderation, annotation of lesson plans, digital portfolios and discussions with teachers.
- Assessment information effectively informs planning, teaching and the curriculum, both in real-time, during weekly planning, and on a termly basis. Termly reviews are conducted to identify key action points for the upcoming term. Each teacher evaluates their class data, and year group teams collaborate to ensure a unified and consistent understanding of standards, as well as students' attainment and progress in relation to them. An example of effective assessment data use is evident in the streamed phonics program for FS and Year 1, where student progress is consistently tracked to ensure they are placed in the most suitable leveled group.
- Teachers demonstrate thorough knowledge of individual students' strengths and areas for development, and they implement targeted strategies to address individual needs. They skillfully use formative assessment during lessons to adapt their questioning, pacing, and teaching methods during the lesson. Teachers consistently document reflections on daily lesson plans to guide follow-up actions for the whole class, small groups, or individual students. Teachers in both phases understand how to support students with additional learning needs, including students of determination, making necessary adjustments such as maintaining proximity, effectively deploying learning assistants, and offering self-regulation tools. They provide meaningful feedback to students through various methods, including verbal, written, and digital platforms, which also allows students and parents to engage with and respond to the feedback. Students are increasingly developing the ability to reflect on and evaluate their own learning progress.

Next Steps:

1. Strengthen procedures to enable students to fully understand what they need to do to continue to improve their work.
2. Increase opportunities for students to reflect on their learning against explicit criteria in all subjects.
3. Benchmark students' attainment across all core-curriculum subjects.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the Early Years Foundation Stage curriculum in FS, the National Curriculum for England in Year 1 and the Ministry of Education (MoE) curriculum in the Arabic-medium subjects. The curriculum is very clearly aligned to the school's vision and mission and the UAE national goals. It is broad, balanced, age-appropriate, and effective in fostering students' knowledge, skills, and understanding across all subjects. The curriculum is highly effective in developing a balance of knowledge, skills and understanding. It fulfils all the requirements of the school's authorized curriculum and the national statutory requirements.
- The imaginative, engaging, and challenging curriculum is carefully planned to ensure structured progression in all subjects. Continuity of learning is seamless with particular attention given to the transitions of learning between FS and Year 1, and into Year 2. Students are fully prepared for the next phase of their education.
- The curriculum offers a broader than typical range of subjects with Arabic and French taught from the early years through engaging and interactive activities. Digital literacy skills are strongly featured in the curriculum, enabling students to express themselves and develop their ideas through information and communication technology.
- Meaningful curricular links are planned purposefully and innovatively by the curriculum team. Strong links are made between digital literacy, mathematics, science and design and technology. Class texts are carefully selected to support links in learning between science, sustainability and art. Cross-curricular links are managed well and significantly enhance students' learning between different subjects.
- The school conducts frequent and rigorous reviews of its curriculum in relation to students' achievements, aspirations, and the Emirate and national priorities. The curriculum is continuously developed to ensure excellent provision across all subjects to meet the academic and personal needs of all students.

Next Steps:

1. Maintain a focus on planning purposeful cross-curricular links including those with sustainability.
2. Develop the curriculum further across transitions to help sustain students' progress between different years and phases.
3. Continue to conduct regular reviews of the curriculum to ensure it remains responsive to students' needs, especially students with additional learning needs.

Curriculum adaptation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Outstanding	Outstanding	Not Applicable	Not Applicable

Findings:

- The school is highly successful in ensuring that teachers modify the curriculum to meet the learning needs of most students in all subjects. As a result, most groups of students, including low attainers and high attainers make better than expected rates of progress. However, there is still room for improvement in ensuring the appropriate modifications are in place to accelerate the progress of students with additional learning needs so that it matches that of their peers.
- The curriculum is rich, offering an excellent range of exciting learning experiences designed to motivate and inspire all students. There are frequent, high-quality opportunities for students to develop innovation, creativity and social contribution. Opportunities for the development of students' early enterprise skills are less frequent. An exceptionally wide and stimulating programme of extra-curricular activities is offered to FS and Year 1 students. Participation rates in these activities are high and these significantly enhance students' academic and personal development.
- Meaningful, innovative and carefully considered learning experiences are embedded through all aspects of the curriculum to enable all students to develop an excellent understanding of the UAE's culture, heritage and society.

Next Steps:

1. Ensure the curriculum continues to be adjusted to meet the needs of all students, especially students with additional learning needs.
2. Increase opportunities for students to develop age-appropriate enterprise skills.
3. Continue to provide high-quality learning experiences to develop students' understanding of the UAE's culture and society.

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	Outstanding	Outstanding	Not Applicable	Not Applicable

Findings:

- Safeguarding and child protection procedures are extremely high priorities in the school. Staff, students, and parents are fully informed of the procedures, with posters displaying the safeguarding team prominently placed across the school. The well-trained safeguarding team addresses any concerns raised by staff, students, or parents with sensitivity and promptness. The school has robust and effective systems in place to safeguard students from all forms of harm or abuse.
- Regular, thorough checks of the school environment, rigorous risk assessments, very high levels of hygiene and the enforcement of security checks ensure the premises are very safe for all students. Students are closely supervised at all times to ensure their safety. The school manages the start and end-of-day transportation, including bus and car arrangements, with exceptional efficiency and organization.
- The buildings and equipment are maintained to an exceptionally high standard. Comprehensive records are kept of any incidents and the subsequent actions taken to remedy them.
- The school premises, equipment and resources are excellent and very well-suited to the educational, emotional and physical needs of all students. The numerous engaging and safe outdoor areas and specialized facilities for example the ‘Wave Room’ enable students to be kept safe while they are involved in very motivating experiences. The school is fully accessible and inclusive.
- The school actively promotes healthy physical and mental well-being, with a clear emphasis visible throughout the campus. This initiative is supported by all staff members, including the nurse and school counselor. Healthy eating is consistently promoted through regular monitoring of food brought to school. Students have excellent opportunities for physical exercise in physical education lessons, through swimming and using the outdoor areas.

Next Steps:

1. Maintain the very high standards of safeguarding and child protection policies and procedures.
2. Continue to ensure the premises and resources meet the needs of all students.
3. Ensure healthy physical and mental lifestyles continue to be promoted throughout the school.

Care and support

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

Findings:

- The staff and students share an exceptional rapport, fostering exemplary relationships. As a result, students place complete trust in the adults around them. The school's behavior management policies and practices are highly effective, ensuring that students demonstrate strong self-discipline throughout the school.
- The school consistently and effectively promotes high levels of attendance and punctuality by regularly reminding parents of the importance of regular school attendance. As a result, attendance rates are consistently Outstanding.
- There are 20 students across FS and Year 1 who have Additional Learning Needs which makes up 8% of the school cohort. Processes to identify students with additional learning needs are rigorous, comprehensive and carried out expeditiously. High attaining students are also identified effectively with 10 (4%) currently in this category.
- The school implements the In School Specialist Support Services. Specialist school staff with expertise in inclusion as well as external agencies are employed to provide excellent levels of support for students with additional learning needs, including students of determination. Individual Education Plans are of a very high quality with targets reviewed regularly. The quality of the support they receive leads to almost all students making progress in their academic and personal development. However, there is room for further development in this area to ensure that the support they receive leads to more accelerated progress in the core curriculum subjects. High attaining students are also identified and supported effectively in class although there is scope to provide even more specific challenge in lessons.
- The wellbeing and personal development of students are carefully overseen by class teachers and specialist staff, including the school counselor. The implementation of the Growth Mindset program plays a significant role in fostering their personal development, while behavior is managed consistently and effectively. As a result, students demonstrate a strong sense of trust in the adults around them. They are also provided with highly effective support to transition smoothly to the next stage of their learning journey.

Next Steps:

1. Further refine the identification process for high attaining students.
2. Improve the individualized planning to increase the level of challenge for high attaining students in lessons.
3. Ensure students with additional learning needs are supported to make at least very good progress across the core curriculum subjects.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Outstanding

Findings:

- The principal and senior leadership team are highly effective, inspiring, and skilled practitioners. They have established a clear vision that is embraced by both staff and the wider school community. Leaders at all levels ensure full alignment with UAE national and Emirate priorities, which are seamlessly integrated into the school's improvement plans. This dedication is demonstrated through the school's efforts to promote sustainable practices and increase awareness of environmental issues. The school's culture reflects a commitment to inclusion, ensuring every student feels valued, enjoys their school experience, and derives the maximum benefit from classroom activities.
- Leaders at all levels, including the principal, demonstrate a thorough understanding of their respective curricula. They ensure that the curriculum is effectively planned and managed to support students in succeeding both academically and in their personal development. Leadership responsibilities are effectively distributed throughout the school, with all leaders demonstrating a strong understanding of best practices in teaching and learning. Leaders set exceptionally high standards, which are consistently upheld by most teachers. As a result, they have cultivated highly positive and productive learning environments, enabling most students to achieve high levels of sustained progress over time.
- Morale across the whole school is extremely positive. Leaders have established highly effective relationships and communication channels with all stakeholders. As consequence, all communication is professional, and all staff understand their roles and responsibilities well. Middle leaders establish exceptionally high standards for their teachers, encouraging a culture of continuous improvement. Teachers are fully aware of their responsibility and understand that they are accountable for delivering high-quality learning experiences for every student.
- Leaders at all levels exhibit a clear and precise understanding of the school's priorities for future improvement. The leadership ethos is centered on a culture of continuous reflection, seeking innovative approaches to enhance resources, adapt the curriculum, and deliver high-quality teaching and learning. This commitment ensures the school remains dynamic and focused on sustained progress. Leaders have a clear understanding of the school's strengths and the key areas requiring improvement. They adopt a determined approach to building a fully cohesive team environment among staff, ensuring consistency in the delivery of subjects across the school.
- Leaders have made consistent and dedicated efforts to maintain the exceptionally high standards expected of the school. As a result, the high-quality educational provision has not only been sustained but continues to improve. Leaders have been both successful and innovative in delivering targeted training for staff, enabling them to focus on key areas for improvement. They take a diligent and thorough approach to ensuring the school meets all statutory requirements fully and consistently.

Next Steps:

1. Share best practices amongst subject leaders to enable them to effectively support their colleagues in raising attainment, particularly in Arabic medium subjects in Year 1 (Phase 2).
2. Ensure leaders remain focused on addressing the needs of students with additional learning needs, high attainers, and gifted and/or talented students within the classroom.
3. Actively advance the school's vision of integrating sustainable practices throughout the school's programs and activities.

School self-evaluation and improvement planning

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

Findings:

- The school has established robust self-evaluation processes to effectively identify its strengths and areas for development. Staff members are actively engaged in systematic self-evaluation, which is entirely focused on enhancing students' well-being and sustaining or raising their levels of achievement. All leaders and middle leaders have a thorough understanding of the UAE Inspection Framework and use data exceptionally well to pinpoint areas for improvement both across and within phases. Leaders are well aware of the importance of supporting teaching staff in enhancing their skills, enabling them to swiftly identify strengths, weaknesses, and gaps in the school's educational provision, particularly in Islamic education.
- Senior leaders, middle leaders, and members of the governing body conduct regular and effective monitoring of the quality of teaching and learning across all subjects, ensuring that teachers consistently perform at the highest levels. Lesson observations are planned at the beginning of the academic year and at the start of each term. The data gathered from these observations is used effectively by middle leaders to guide staff training and address any underperformance. Through the thorough analysis of lesson observation data, staff have participated in a variety of professional learning opportunities aimed at refining and enhancing their teaching practices. These opportunities have focused on developing effective questioning techniques, implementing strategies to challenge and meet the diverse needs of all student groups, and establishing targeted support for students requiring support with English language learning.
- The school's improvement planning is comprehensive and derives from accurate information from within the school as well as data from external sources. Target plans are based on appropriate self-evaluation. However, triangulation between the school improvement plan and the self-evaluation process are not as closely aligned as they could be. Improvement planning is aligned to the priorities agreed by the leadership team and the board of governors.
- There has been progress in addressing all recommendations from the previous inspection. Analytic appraisal of all subjects and teacher performance has led to successful improvements. However, the leadership team recognizes that there still are further improvements required to ensure consistency in all lessons to ensure appropriate challenge and support for all student groups, ultimately accelerating progress.

Next Steps:

1. Strengthen the alignment between self-evaluation processes and school improvement planning to ensure that targets and priorities are clearly defined, effectively monitored, and consistently reviewed for impact.
2. Continue to provide comprehensive and targeted training for teaching staff, informed by leaders' evaluation of their performance, to address specific areas for development and ensure consistency in overall teaching quality across the school.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Outstanding

Findings:

- The school is highly successful in engaging parents as partners in their children’s learning and in school life. Parents play a significant role in the social life of the school, engaging in activities ranging from informal welcome coffee mornings and reading to children in library sessions in multiple languages, to participating in whole-school events and celebrations. The long-standing and highly active Friends of Repton group works diligently to involve and support parents from diverse international backgrounds, fostering a strong sense of belonging within the ‘Repton family.’ The school actively seeks parental feedback through both formal and informal channels, including the annual Voice of Parents survey, and responds positively to their suggestions. Recent feedback has led to the expansion of extra-curricular activities for students and improvements to traffic management in the school car park. A wide and highly effective range of communication channels ensure that parents are well informed about their child’s learning and development. The school maintains an open-door policy, ensuring parents have easy access to teachers, staff, and leaders. Communication with parents is prompt and proactive, with the school quickly reaching out to inform them of any concerns or important updates that arise during the school day. Parents are empowered as partners in their child’s learning, especially when their children have additional learning needs.
- Reporting on all areas of students’ academic progress and personal and social development is frequent, comprehensive and detailed. Parents can access digital platforms to find out what their child has been learning in school and to play recorded feedback that has been provided for their child by the class teacher. Formal reports are provided at the end of each term and clearly convey all aspects of students’ achievements and the next steps in their learning.
- The school makes significant and sustained social contributions to local, national and international communities. Students regularly participate in initiatives to keep the environment clean alongside mangrove planting and sustainability projects. Students’ participation in fundraising events contribute to an international partnership with a school in Malawi. Partnerships with National Curriculum for England schools in the region help the school to enrich students’ learning. Effective links across the international group of Repton schools supports school leaders to carry out action research projects that are insightful when planning further school improvements.

Next Steps:

1. Further develop partnerships with parents to enable them to support their child’s learning even more effectively.
2. Increase opportunities for students to make sustained social contributions.
3. Continue to develop effective local, national and international partnerships that positively support and enrich students’ achievements.

Governance

Performance Indicator	Quality judgement
Governance	Outstanding

Findings:

- The Board of Governors has a full representation of stakeholders within its membership. The board has established steering committees that focus on different aspects of its work, including finance, development, inclusion, and academics. The Board of Governors has a comprehensive and accurate view of the school. They consistently seek wider stakeholder views to enable them to have a clear and insightful view of the school's performance. The board is both supportive and appropriately challenging to ensure the continued high performance of the school.
- Representatives from the board of directors systemically monitor the work of the school both formally and informally, with visits to the school, classroom observations and discussions with parents. They demonstrate a secure understanding of the school's data and know how well students are achieving, including in their personal development. The governors hold school leaders to account and function as an extremely critical friend to help the school further improve.
- The Governing Board provides exceptional support for the principal and other members of the leadership team and has a positive influence on aiding the school in its improvement programs. It ensures that the school operates on clearly laid out ethical principles that are aligned to the school vision and is fully inclusive. They make a significant and effective contribution to the school's overall performance.

Next Steps:

1. Continue to support the school with the further development of the school site and facilities.
2. Support the school's plans for introducing Year 2 students to the school site.
3. Continue to monitor the school's actions and leaders in order to maintain the very high standards of student performance and achievements.

Management, staffing, facilities and resources

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

Findings:

- All aspects of the day-to-day management of the school are highly efficient and effective. The timetables are deliberately structured to allocate sufficient time for all core subject lessons, provide extended periods for continuous provision, and ensure equitable access to specialist classes and facilities for all classes. The schedule is designed to facilitate streamed phonics lessons across both phases four times a week.
- The school employs a sufficient number of appropriately qualified teachers to deliver a high-quality and diverse curriculum. Learning assistants in every classroom enhance the provision, working collaboratively with class and specialist teachers. Teachers across both phases demonstrate a unified approach to planning, teaching, and assessment, aligned with the school's ethos and expectations, which positively impacts students' learning and overall school experience. They effectively implement knowledge, skills, and strategies from the school's professional development program, such as adaptive teaching, and are encouraged to pursue individual professional development goals. The teaching staff benefit from a mix of experience levels, with every teacher supported by a mentor or coach from the Middle or Senior Leadership Team (MLT/SLT). Staff are deployed effectively and contribute to promoting a positive learning environment throughout the school.
- The premises and facilities ensure a safe, stimulating and inviting environment that supports students' curiosity, imagination and innovation. Students demonstrate comfort, confidence and enjoyment across the school. Appropriate and well-designed space is available for the size of classes and FS classrooms include outdoor balconies which are well used to offer additional hands-on activities during continuous provision. Specialist areas such as the Arabic rooms, STEAM Garden, Discovery Zone, Enrichment room, Wave room, library, music room, French room, PE hall, swimming pool, multi-purpose hall, swimming pool and a variety of outdoor play spaces are accessible to all and are regularly and effectively used to support student progress and attainment. Storage provision and attractive displays that celebrate students are plentiful. Fittings, fixtures and furniture are of high quality, age-appropriate and well maintained. The neutral colors and abundance of natural materials promote a calm and productive environment.
- The school is very well equipped with a range of high-quality and relevant resources to support age-appropriate, active play-based learning. Resources are matched to curriculum requirements and meet the needs of both students and teachers to promote dynamic teaching and learning. Teachers make good use of Smartboards to enhance lessons and are very intentional in using technology, such as iPads for every student in Year 1, to meaningfully support each student's learning.

Next Steps:

1. Continue to pursue plans to further develop the outdoor play areas.
2. Increase the number and variety of natural materials available for student use in classrooms and specialty areas, including both large and small loose parts.
3. Continue to integrate resources that reflect UAE heritage and culture into all learning opportunities for students.

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