

Irtiqa'a School Inspection

AY 2025/26

Repton School Abu Dhabi

Rating: Outstanding

Contents

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

School Information

General Information	
	Name Repton School Abu Dhabi
	Esis Number 9288
	Location 195, Al Reemah St, Al Reem Island, Abu Dhabi 22665
	Website https://www.reptonabudhabi.org/repton-overview/
	Telephone 25074800
	Principal STEVEN MICHAEL LUPTON
	Inspection Dates 10 to 13 Nov 2025
	Curriculum British

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3
Number of students on roll	1749
Number of Emirati students	203
Number of students of determination	100
Largest nationality group of students	Britain - UAE - India

Information On Teachers

Number of teachers	127
Nationalities	United Kingdom (UK) - Ireland - Jordan
Number of teaching assistants	21

Changes since the previous inspection

Since the previous inspection in 2022, the school's overall judgement has improved from Very Good to Outstanding. This improvement reflects a strong and sustained commitment to continuous improvement across subjects and phases.

Overall, students' achievement in Arabic-medium subjects has shown improvement across some phases and subjects, with performance sustained in other phases and no regression being observed. Students' achievement in Arabic as a first language has remained Good in phases 2, 3, and 4, reflecting levels where the majority of students attain above curriculum standards, as evidenced in lessons and students' work. Students' achievement in Arabic as a second language has sustained a Good level in phases 2 and 3, with students demonstrating secure and age-appropriate knowledge and skills in reading comprehension. In Islamic Education, students' attainment has remained Good across phases 2, 3, and 4, while progress has improved from Good to Very Good, as teaching is well adapted to students' language levels, enabling clear understanding and confident participation. Similarly, students' attainment in UAE Social Studies has remained Good in phases 2 and 3, while progress has improved from Good to Very Good. These improvements reflect students' stronger engagement with subject content and their increasingly secure application of learning in authentic contexts.

Overall, students' achievement in English-medium subjects has been sustained at very high levels across most phases, with further improvement evident in some subjects and no regression being observed. In English, students' attainment in Phase 2 has improved from Very Good to Outstanding, while remaining Very Good in phases 3 and 4. Students' progress remains Outstanding across all phases. In mathematics, attainment has improved from Very Good to Outstanding in phases 2 and 3 and has remained Outstanding in Phase 4, with progress sustained at an Outstanding level across all phases. In science, students continue to demonstrate Outstanding achievement across all phases, reflecting consistently strong attainment and progress. These improvements in attainment, particularly in English and mathematics, reflect students' high levels of fluency and increasingly secure subject-specific reasoning. Students apply their knowledge and skills accurately and independently in more complex tasks, demonstrating greater depth of understanding, improved precision, and stronger application of subject knowledge across a wide range of learning contexts.

Learning skills have improved from Very Good to Outstanding across all phases, reflected in students' consistently high engagement and active participation in learning. Students contribute confidently to class discussions, ask purposeful questions, and pursue inquiry with curiosity. They use technology effectively to support research, collaboration, and problem-solving, and make meaningful connections across subjects. Students show a strong awareness of their progress and take increasing responsibility for their learning, with these skills more consistently evident in English-medium subjects.

Performance Standard 2 (PS2), which relates to students' personal and social development and their innovation skills, was not evaluated in the previous inspection. Students' personal development is judged to be Outstanding. Students are mature, respectful, and responsible. They demonstrate empathy, resilience, and strong awareness of others' needs. Their understanding of Islamic values, Emirati heritage, and world cultures is judged Very Good across phases. Social responsibility and innovation skills are judged as Very Good in phases 2 and 3 and Outstanding in Phase 4. Students demonstrate secure understanding and appreciation of Islamic values and Emirati culture. They take active roles in social contribution, leadership, environmental initiatives, and creative tasks. They demonstrate a strong sense of purpose and sustained commitment to community engagement. These qualities are most consistently evident in the upper phase.

Teaching for effective learning has improved from Very Good to Outstanding across all phases. Lessons are purposeful and intellectually demanding, with high expectations evident across subjects and phases, particularly in English medium subjects. Across the school, teachers demonstrate secure subject knowledge and plan learning with clear intent and coherence. Questioning extends learning effectively and supports depth of understanding. Assessment has improved from Very Good to Outstanding across all phases. Processes are now cohesive and reliable. Internal assessment aligns securely with curriculum expectations, and digital analysis tools support accurate identification of patterns and gaps. Teachers use assessment information consistently to adjust teaching and refine curriculum pathways, which supports progress for students. Although external benchmarking is not available for social studies and is not yet used consistently in Islamic education, internal validation and moderation processes ensure that assessment judgments remain accurate and secure.

Performance Standard 4 (PS4), which covers curriculum design and adaptation, was not evaluated in the previous inspection. Curriculum design and implementation are now judged Outstanding across all phases. The curriculum is coherent, well sequenced, and aligned with UAE priorities and international expectations. It secures appropriate challenge, depth, and breadth for all learners and ensures a clear progression of knowledge and skills across phases. Curriculum adaptation is judged as Very Good across all phases and demonstrates a strong focus on meeting students' needs. Learning experiences are meaningfully connected to the culture and society of the UAE, promoting relevance and contextual understanding. Regular review processes ensure that the curriculum remains responsive, up to date, and fully compliant with national requirements.

The health and safety of students (PS5) remains Outstanding across all phases. Students receive effective care and feel safe, supported, and respected within the school. Safeguarding arrangements are robust, well understood, and applied consistently. Routines operate reliably, checks are thorough, and maintenance ensures that the campus remains safe, orderly, and conducive to learning. Care and Support has remained Outstanding. Positive and respectful relationships across the school contribute to high levels of trust between students and staff. Systems that promote safety and well-being are strong and consistently applied. Students' emotional, social, and academic needs are identified promptly, and pastoral arrangements support timely and appropriate responses. The school environment supports students' well-being effectively across all phases.

Leadership and management have remained Outstanding across all indicators. The Principal and Senior Leadership Team set a clear, ambitious direction that closely aligns with UAE national priorities and is well understood by staff. Self-evaluation is rigorous, accurate, and evidence-based, and the School Improvement Plan provides a clear strategic focus with systematic monitoring. Governance offers highly effective oversight and balances challenge with appropriate support. Partnerships with parents are exceptionally strong and benefit from the active contribution of the Friends of Repton, which strengthens communication, cohesion, and community engagement. Leadership is highly effective across most areas. However, middle leadership in the Arabic-medium subjects requires further strengthening to secure greater consistency, sharper evaluation, and closer alignment with English-medium practice. Operational systems, staffing, facilities, and routines remain exemplary.

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

The leadership team demonstrates a clear and deliberate commitment to the school's targets in international assessments. Strategic planning is well defined and operates through regular review and clear accountability. Leaders triangulate evidence from TIMSS, PISA, PIRLS, GL, ABT, and internal assessments to identify trends, inform decisions, and align curriculum delivery with international benchmarks. Expectations are communicated clearly. Leaders at all levels promote shared responsibility, and subject teams contribute consistently to improved performance in international assessments.

Curriculum, teaching, and assessment align to prepare students for international assessments and maintain effective delivery of core programmes such as the IGCSE. Leaders adjust the timing and sequencing of curriculum units to strengthen readiness, particularly in mathematics, reading comprehension, and scientific thinking. Problem-solving develops progressively from Year 3. Key English competencies, including inference, evaluation, and interpretation of complex texts, receive systematic reinforcement. Practice opportunities form part of normal learning cycles rather than stand-alone test preparation. This approach develops assessment readiness through planned teaching and appropriate challenge.

Teacher training and capacity building support consistent implementation across phases. Professional development remains continuous and purposeful, with a clear focus on assessment literacy, moderation, instructional strategies, and data analysis. Selected staff attend ADEK training programmes and share learning across phases, which strengthens collective expertise. This approach improves consistency in lesson design, questioning, feedback, and scaffolding. Classroom practice aligns closely with the cognitive demands of international assessments.

Parental awareness and engagement receive careful attention. Leaders provide clear information about assessment processes, expectations, and timelines. Parents understand that preparation forms part of the school curriculum rather than reliance on external tutoring. Regular communication reassures families that teaching and assessment practices prepare students for international benchmarks. This approach reduces pressure at home and supports a calm, supportive environment that complements learning in 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 Years 4 to 10 participated in GL Progress Tests provided by Granada Learning in English, mathematics, and science. Results of AY2024/2025 assessments indicate the following:

- Students' attainment in GL Progress Test English was Very Good in Phase 2 and Good in Phase 3. Progress in GL Progress Test English was Acceptable in both phases.
- Students' attainment in GL Progress Test Mathematics was Very Good in Phase 2 and Outstanding in Phase 3. Progress in GL Progress Test Mathematics was Acceptable in Phase 2 and Good in Phase 3.
- Students' attainment in GL Progress Test Science was Very Good in Phases 2 and 3. Progress in GL Progress Test Science was Weak in Phase 2 and Good in Phase 3.

Students in phases 2, 3, and 4 participated in the Arabic Benchmark Test (ABT) for Arabic as a first language. Results in AY2024/25 indicate that:

- Students' attainment in Arabic as a first language was Good in Phase 2 and Very Good in phases 3 and 4.
- Students' progress in Arabic as a first language was Very Good across phases 2, 3, and 4.

International Assessments: TIMSS, PISA, PIRLS

15-year-old students participated in the PISA 2022 international assessments. Their results were as follows:

- In reading literacy, students achieved a score of 514, below the school target of 527 but above the PISA international average of 476.
- In mathematical literacy, students achieved a score of 527, above the school target of 525 and above the PISA international average of 472.
- In science literacy, students achieved a score of 525, below the school target of 529 but above the PISA international average of 485.

In the TIMSS (Trends in International Mathematics and Science Study) 2023 assessment, results indicate:

- In Year 5 mathematics, students achieved a score of 551, below the school target of 576 but above the international average of 503.
- In Year 9 mathematics, students achieved a score of 576, above the school target of 565 and above the international average of 478.
- In Year 5 science, students achieved a score of 562, below the school target of 566 but above the international average of 494.
- In Year 9 science, students achieved a score of 576, below the school target of 585 but above the international average of 478.

The PIRLS (Progress in International Reading Literacy Study) 2021 results indicate:

- Year 5 students participated in the PIRLS examination and achieved a score of 579, placing them in the high international benchmark range.

Reading

Reading is a whole-school priority, led with clear strategic intent from the Junior to the Senior School. Leaders have established a defined progression from early phonics to advanced literary analysis and ensure consistent expectations across phases. In the Senior School, leaders oversee text selection and curriculum mapping to secure breadth, challenge, and balance across genres, including short stories, classic literature, and contemporary global texts. This maintains a coherent, research-informed reading direction across the school.

The learning environment, facilities, and resources effectively support strong reading habits. Junior classrooms include designated reading corners and quiet spaces, as well as shared soft-seating areas supported by parent volunteers. Weekly library lessons promote independent choice and sustained engagement with reading for pleasure, supported by an expanding collection in French and Spanish. The three-floor main library is a significant strength, with over 20,000 English books and 2,000 Arabic titles. The Follett system supports efficient borrowing, and a balanced fiction-non-fiction ratio ensures appropriate breadth and challenge. Whole-school events, including Languages Week, author visits, and MC Grammar workshops, reinforce reading as a central feature of the school's academic culture.

Literacy provision and assessment are structured, consistent, and aligned across phases. Daily RWI phonics, alongside approaches such as VIPERS, Literary Leaves, and Vocabulary Vines, establish secure foundations in decoding, fluency, vocabulary, and comprehension. The Literacy Tree underpins the Junior reading curriculum through a coherent sequence of ambitious texts and structured discussion and writing. The Mantle of the Expert approach situates reading within purposeful, real-world contexts. Assessment arrangements are systematic and reliable. In Juniors, RWI phonics, Star Reader, New Group Reading Test (NGRT), and continuous teacher assessment establish secure baselines. In Seniors, weekly reading lessons, Repton Reader's Passports, and termly NGRT analysis inform planning. Outcomes are strong, with 75% of Year 8 and 82% of Year 9 achieving Stanine 6 or above. Targeted interventions support weaker readers, while the Repton Book Club provides a challenge for the most able.

Teacher training and capacity building support consistent implementation of reading provision. Junior staff receive focused in-service education and training (INSET) delivered by the Literacy Tree Chief Executive Officer, alongside training from the Inclusion Team and the International Reading Conference. Research-informed strategies, including echo reading, choral reading, and "my turn, your turn," are applied consistently to support fluency and comprehension. In the Senior School, professional development focuses on New Group Reading Test (NGRT) analysis, disciplinary literacy, phonics support, and Building Mathematical Literacy (BML) strategies. Cross-departmental collaboration, particularly with History, strengthens disciplinary reading at Key Stage 5. Staff use assessment information confidently to adapt provision, and expectations for reading remain aligned across departments.

Parental engagement strengthens the school's reading culture. In the Junior School, daily home reading routines, access to Oxford Reading Tree, and clear communication of expectations support consistency. The parent-reading volunteer program contributes to the development of fluency in both English and Arabic. Parents also support Arabic reading at home through Kutubee and Alif Ba Ta. Whole-school enrichment activities, such as Caught You Reading and Book Fairs, broaden participation and celebrate reading. In the Senior School, parents receive regular updates on interventions, wider reading expectations, and More Able, Gifted, and Talented (MAGT) opportunities. Workshops such as How to Read With Your Child support families and reinforce shared responsibility for reading.

Strengths of the school

- Students achieve Outstanding outcomes in English, mathematics, and science, and perform above international benchmarks in PISA and TIMSS, meeting two targets.
- Students demonstrate highly developed learning behaviors across all phases, including sustained engagement, effective collaboration, and purposeful use of digital tools.
- Teaching, assessment, and curriculum implementation in English-medium subjects are consistently strong and secure progress for almost all groups of students.
- The school provides a safe, inclusive, and supportive environment, underpinned by exemplary safeguarding arrangements, strong pastoral care, and a firmly established culture of wellbeing.
- Leadership is highly effective, securing clear strategic direction, strong governance, and robust accountability systems, resulting in sustained Outstanding provision over time.

Key Recommendations

1. Secure consistently high achievement and learning skills across all subjects and phases, with particular focus on Arabic-medium subjects, while sustaining Outstanding outcomes in English-medium subjects, by:

- strengthening accuracy, depth of understanding, and application of subject knowledge in Arabic-medium subjects, particularly in reading, extended writing, subject-specific vocabulary, and conceptual understanding.
- strengthening students' learning skills in Arabic-medium subjects, particularly independence, reflection, and initiative in directing their learning, so these skills match the strong learning behaviors evident in English-medium subjects.
- extending students' innovation, enterprise, and inquiry skills to enable increasingly complex application of learning in authentic contexts.

2. Strengthen the quality and consistency of teaching, assessment, and curriculum implementation across all subjects, with particular focus on Arabic-medium subjects, by:

- securing greater consistency in pedagogical depth, lesson structure, and use of resources in Arabic-medium subjects to match the strongest practice across the school.
- strengthening the quality and effectiveness of adaptive teaching and challenge in Arabic medium subjects to ensure learning consistently responds to all students' needs.
- strengthening curriculum progression and coherence in Arabic-medium subjects to ensure learning builds systematically within and across phases.
- embedding consistent expectations for innovation, inquiry, and independent learning within curriculum planning across subjects and phases.

3. Strengthen leadership capacity and accountability at all levels, particularly within Arabic-medium subjects, by:

- developing middle leaders' evaluative accuracy in Arabic-medium subjects through sharper use of performance information, external benchmarking, and triangulated evidence.
- embedding consistent accountability cycles that link monitoring activities directly to measurable improvements in teaching quality and student outcomes.
- strengthening leadership oversight of Arabic-medium subjects to ensure sustained focus on impact, consistency, and improvement over time.
- refining the evaluation of professional development to ensure it leads to demonstrable impact in classroom practice and student outcomes.

4. Consistently meet or exceed international assessments (PISA, TIMSS, PIRLS) targets, by:

- further strengthening analysis of international assessment outcomes to identify specific areas for improvement in curriculum content, skills development, and progression.
- monitoring the impact of actions taken in response to international assessment outcomes to ensure sustained improvement over time.
- strengthening staff capacity to design learning experiences that reflect the cognitive demand of international benchmarks.

Overall School Performance: Outstanding

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

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

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

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

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

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

Findings:

- The school's analysis of internal assessment data for AY2024/25, measured against the Ministry of Education (MoE) curriculum standards, indicates that most students in Phase 2 and the large majority in phases 3 and 4 attain levels above the curriculum standards.
- The school has no external national or international assessments for Islamic education in any phase.
- In lessons and recent work, the majority of students across phases 2, 3, and 4 demonstrate levels of knowledge and understanding that are above curriculum standards. In Phase 2, students demonstrate a clear understanding of core Islamic practices and their application in daily worship, including secure knowledge of the pillars of Islam. In Phase 3, students read the prescribed Noble Hadeeth accurately and demonstrate a clear understanding of key terminology, with increasing depth in their understanding of the contributions of Muslim scholars. In Phase 4, students demonstrate a secure understanding of the prescribed Surahs and Islamic laws, with growing understanding of the sources of these laws and their wider impact on Muslim societies. Across all phases, students' accuracy in Qur'an recitation and the consistent application of Tajweed rules continue to improve, with scope to further strengthen these skills to ensure secure knowledge and application for all learners.
- Over the past three years, internal attainment data indicate that attainment has been consistently Outstanding in Phase 2. In Phase 3, attainment declined slightly from Outstanding in AY2022/23 and AY2023/24 to Very Good in AY2024/25. In Phase 4, attainment fluctuated, improving from Good in AY2022/23 to Outstanding in AY2023/24, before declining slightly to Very Good in AY2024/25.

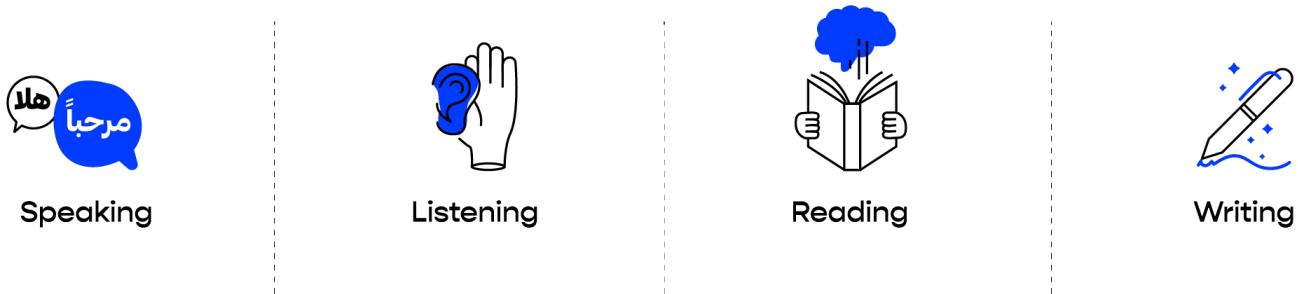
- The school's analysis of internal assessment data for the AY2024/25 indicates that most students in phases 2, 3, and 4 make better than expected progress over time and from their starting point at the beginning of the academic year.
- In lessons and their recent work, the large majority of students across all phases make better-than-expected progress in relation to learning objectives aligned with curriculum standards.
- The school's analysis of internal assessment data to evaluate the progress of different student groups indicates that boys and girls make Outstanding progress in phases 2, 3, and 4. Emirati students make Outstanding progress in phases 2 and 3, and Weak progress in Phase 4. Students with additional learning needs, including students of determination, make Outstanding progress in phases 2 and 3 and Very Weak progress in Phase 4. Low attainers make Outstanding progress in Phases 2 and 3. High attainers make Outstanding progress across all phases. Gifted and/ or talented students make Outstanding progress in Phases 2 and 3. Progress data for low attainers, gifted and/or talented students in Phase 4 are unavailable.

Next Steps:

1. Strengthen students' understanding of the contributions of Muslim scholars so they develop deeper knowledge of their influence and significance in Phase 3.
2. Strengthen students' understanding of the sources of Islamic law and their impact on Muslim societies to support stronger interpretation and real-life application in Phase 4.
3. Improve the accuracy, fluency, and consistency of Qur'an recitation and application of Tajweed rules across all phases.

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	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good

Findings:

- The school's analysis of internal assessment data for AY2024/25 against the MoE curriculum standards for Arabic as a first language indicates that the large majority of students in phases 2 and 3, and most students in Phase 4, attain levels above the curriculum standards.
- There are no external national or international assessments for Arabic as a first language in Phase 1. The school administers the Arabic Benchmark Test (ABT) to benchmark students' attainment in Arabic. ABT results for AY2024/25 indicate Good attainment in Phase 2 and Very Good attainment in phases 3 and 4. Students in Year 11 sit the IGCSE for Arabic; the results for the AY2024/25 indicate Outstanding attainment. One student sits for the external Advanced Level (A-Level) in Year 13 for AY2024/25, and the results indicate Outstanding attainment.
- In lessons and recent work, the majority of students in phases 2, 3, and 4 demonstrate levels of knowledge, skills, and understanding that are above curriculum standards. In phases 2 and 3, students demonstrate secure comprehension of age-appropriate texts and short stories, reading with confidence and developing increasing fluency in speed and accuracy. However, the quality and length of their written responses across these phases are less well developed. In phases 3 and 4, students demonstrate strong interpretive skills, extracting main ideas from stories and poems and drawing appropriate conclusions about characters' attributes. Across phases 2, 3, and 4, students' application of grammatical rules in writing and identification of language structures remains variable for some. Students' use of standard Arabic in spoken responses and presentations is more secure in structured activities than in extended or spontaneous communication.
- Over the past three years, the school's internal assessment data indicate that attainment has been consistently Very Good in phases 2 and 3, and Outstanding in Phase 4. Trends in IGCSE data indicate that attainment has improved from Good in AY2022/23 to Outstanding in AY2023/24 and AY2024/25. Trends in A-level data indicate that attainment has been consistently Outstanding.
- The school's analysis of internal assessment data for the AY2024/25 indicates that most students in phases 2 and 3, and the large majority of students in Phase 4, make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards. ABT data indicate Very Good progress across phases 2, 3, and 4.

- In lessons and students' work, the majority of students in phases 2, 3, and 4 make better than expected progress in relation to learning objectives that are aligned with the curriculum standards.
- The school's analysis of internal assessment progress data to evaluate the progress of different student groups indicates that boys, girls, Emirati students, low attainers, high attainers, students with additional learning needs, including students of determination, and gifted and/ or talented students make Outstanding progress in Phases 2 and 3. In Phase 4, boys and high attainers make Outstanding progress, girls make Good progress, Emirati students make Weak progress, and students with additional learning needs, including students of determination, make Very Weak progress. Progress data for gifted and/or talented in Phase 4 is unavailable.

Next Steps:

1. Strengthen students' reading fluency in phases 2 and 3 to further improve speed and accuracy when reading extended texts.
2. Ensure more consistent application of grammatical rules to strengthen students' extended writing skills across all phases.
3. Enhance students' consistent use of standard Arabic in spoken responses and presentations across phases 2, 3, and 4.

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 AY2024/25 against the MoE curriculum standards for Arabic as a second language indicates that the majority of students in phases 2 and 3 attain levels above the curriculum standards.
- The school does not participate in any external national or international assessment in Arabic as a second language at any phase.
- In lessons and recent work, the majority of students in phases 2 and 3 demonstrate levels of knowledge, skills, and understanding that are above curriculum standards. In Phase 2, the majority of students demonstrate secure listening skills and reading comprehension. They read and understand simple texts, identify main ideas, and respond appropriately to questions. Students recognize familiar vocabulary and use contextual clues to support meaning. However, a minority of students still require teacher support to analyse and interpret more complex texts and to extend their written responses further. In Phase 3, the majority of students demonstrate secure reading comprehension and engage with appropriately challenging texts and stories. They read with increasing accuracy, explain word meanings appropriately, and extract relevant information to support understanding. Accuracy in extended writing and the application of language skills in unfamiliar contexts are less secure.
- Over the past three years, the school's internal assessment data indicate a downward trend in attainment in Phase 2, declining from Very Good in AY2022/23 and AY2023/24 to Good in AY2024/25. In Phase 3, attainment fluctuates, improving from Acceptable in AY2022/23 to Very Good in AY2023/24, then declining to Good in AY2024/25.
- The school's analysis of internal assessment data for AY2024/25 indicates that most students in phases 2 and 3 make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards.
- In lessons and their recent work, the majority of students in phases 2 and 3 make better than expected progress in relation to learning objectives that are aligned with the curriculum standards.
- The school's analysis of internal assessment progress data to evaluate the progress of the different groups of students indicates that boys, girls, low attainers, high attainers, students with additional learning needs, including students of determination, and gifted and/ or talented students make Outstanding progress in Phases 2 and 3.

Next Steps:

1. Strengthen students' ability to analyse and interpret more complex texts in Phase 2, to deepen reading comprehension skills.
2. Improve students' application of language skills in unfamiliar contexts in Phase 3, to support stronger transfer of learning across speaking, reading, and writing.
3. Develop students' extended writing skills across phases 2 and 3, to improve accuracy, organisation, and clarity of written expression.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

Findings:

- The school's analysis of internal assessment data for AY2024/25 against the Ministry of Education curriculum standards for UAE social studies indicates that most students in phases 2 and 3 attain levels above the curriculum standards.
- There are no external national or international assessments for social studies across the school.
- In lessons and recent work, the majority of students in phases 2 and 3 demonstrate knowledge, skills and understanding above the MoE curriculum standards. In Phase 2, students demonstrate a clear understanding of UAE culture, heritage, and national identity, as well as a strong appreciation of the UAE's founding fathers and the Union. They show a secure understanding of the historical significance of these figures and the values that shaped the nation's formation. However, they do not consistently demonstrate a deep understanding of the impact of key historical events on modern Emirati life and well-being. In Phase 3, students demonstrate a secure understanding of the geography of the Gulf countries and the wider world, as well as an appropriate awareness of the UAE government. Students are beginning to develop stronger ability in reading, drawing, and analysing maps, with scope to further develop higher-order analytical skills, particularly in comparing ideas and identifying cause-and-effect relationships to interpret data accurately and propose effective solutions.
- Over the past three years, the school's internal attainment data have shown consistently Outstanding attainment in Phase 2. In Phase 3, attainment fluctuated, declining from Outstanding in AY2022/23 to Very Good in AY2023/24, before improving again to Outstanding in AY2024/25.
- The school's analysis of internal assessment data for AY2024/25 indicates that most students in phases 2 and 3 make better than expected progress over time in relation to their individual starting points and the curriculum standards.
- In lessons and students' work, the large majority of students across both phases make better than expected progress in relation to learning objectives that are aligned with the curriculum standards.

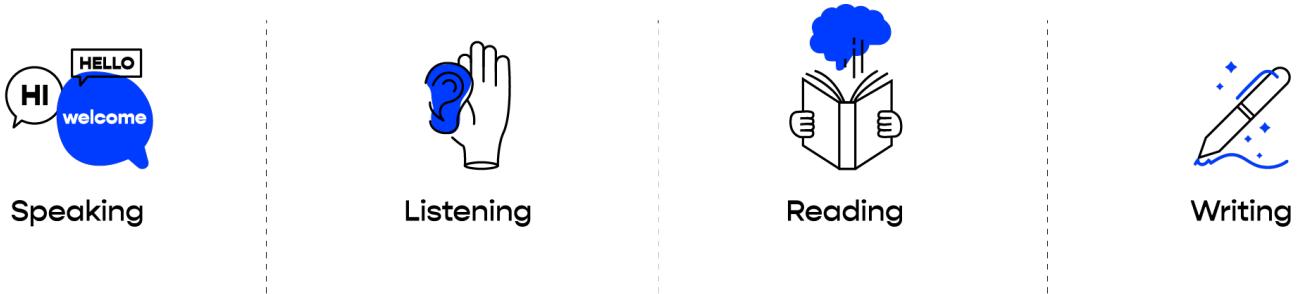
- The school's analysis of internal progress data to evaluate the progress of different student groups indicates that boys, girls, Emirati students, students with additional learning needs, including students of determination, high attainers, and gifted and/or talented students, make Outstanding progress in Phases 2 and 3. Progress data for low attainers are unavailable across all phases.

Next Steps:

1. Deepen Phase 2 students' understanding of the impact of key historical events on modern Emirati life and well-being, moving beyond factual knowledge to greater contextual understanding.
2. Further develop students' higher-order analytical skills, including comparing ideas, identifying cause-and-effect relationships, and interpreting data accurately in Phase 3.
3. Increase students' application of historical, geographical, and civic knowledge across different contexts, supporting stronger interpretation of maps, data, and real-world issues.

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:



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

Findings:

- The school's analysis of internal assessment data for AY2024/25 against the English National Curriculum standards for English indicates that most students in phases 2 and 3, and the majority in Phase 4, attain levels above the curriculum standards.
- Students in Phase 1 do not participate in any external national or international assessments. The school administers GL assessments in Years 3-10 to benchmark students' attainment in English. Results in the AY2024/25 indicate that students' attainment in Phase 2 is Very Good and in Phase 3 is Good. Results for IGCSE in Year 11 for the AY 2024/25 indicate Outstanding attainment. Results for A levels in Year 13 for the AY2024/25 indicate Good attainment. In PIRLS 2021 in Reading, Year 5 students achieved a score of 579, placing them in the high international benchmark range. In PISA 2022, 15-year-old students scored 514, below the school target of 527 but above the international average of 476.
- In lessons and recent work, most students in Phase 2 and the large majority in phases 3 and 4 demonstrate levels of knowledge, skills and understanding that are above curriculum standards. In Phase 2, students demonstrate strong reading comprehension, showing secure understanding of texts and responding to questions with accuracy. Most students write for a range of purposes and apply appropriate structural and compositional features; however, coherence in extended writing remains less secure for a few students. In Phase 3, the large majority of students display a proficient grasp of language. They understand vocabulary and meanings well, use correct sentence structures and grammar, and communicate ideas clearly and meaningfully. However, speaking skills, particularly in extended discussions, are less well developed for a small minority of students. In Phase 4, the large majority of students demonstrate strong reading and information-retrieval skills, with secure capability in literary analysis and critical interpretation of texts. They express ideas clearly and construct reasoned arguments using appropriate evidence. However, a minority of students do not yet consistently maintain clear organization and accuracy in extended analytical and argumentative writing.

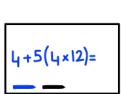
- Over the past three years, the school's internal assessment data show a clear upward trend in attainment in Phase 2, improving from Good in AY2022/23 to Very Good in AY2023/24 and to Outstanding in AY2024/25. In Phase 3, attainment has also improved steadily, rising from Acceptable in AY2022/23 to Very Good in AY2023/24 and to Outstanding in AY2024/25. In Phase 4, attainment declined from Outstanding in AY2023/24 to Good in AY2024/25. GL attainment data show improvement in Phase 2 from Good in AY2022/23 to consistently Very Good in subsequent years, while attainment in Phase 3 remained Good. IGCSE results improved from Very Good in AY2022/23 to Outstanding in AY2023/24 and AY2024/25. A-level results show improvement from Acceptable in AY2022/23 to Good in AY2024/25, with no data available for AY2023/24.
- The school's analysis of internal assessment data for AY2024/25 indicates that most students in phases 2, 3, and 4 make better than expected progress over time from their starting points and against curriculum standards. GL progress data indicates Acceptable progress in phases 2 and 3.
- In lessons and their recent work, most students in phases 2, 3, and 4 make better than expected progress in relation to learning objectives that are aligned with the curriculum standards.
- The school's analysis of internal assessment progress data to evaluate the progress of different student groups indicates that boys make Outstanding progress in phases 2 and 4 and Very Good progress in Phase 3. Girls make Outstanding progress in phases 2, 3, and 4. Emirati students make Outstanding progress in phases 2 and 3. Low attainers make Very Good progress in phases 2 and 3. High attainers make Outstanding progress in phases 2 and 3. Students with additional learning needs, including students of determination, make Outstanding progress in phases 2 and 4 and Very Good progress in Phase 3. Gifted and/or talented students make Outstanding progress in phases 2 and 3. Progress data for Emiratis, low and high attainers, and gifted and/or talented students in Phase 4 are unavailable.

Next Steps:

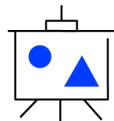
- Strengthen all students' extended writing skills across phases, to secure clearer organization, sustained control of language, and greater consistency in written responses.
- Enhance students' speaking and communication skills, particularly in extended discussion in Phase 3, to strengthen fluency, clarity of expression, and the ability to develop and sustain ideas.
- Extend students' higher-level reading and analytical skills in Phase 4 to deepen evaluation of texts, comparison of ideas, and effective use of evidence to support conclusions.

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

Findings:

- The school's analysis of internal assessment data for AY2024/25 against English National Curriculum standards for mathematics indicates that most students in phases 2, 3, and 4 attain levels above the curriculum standards.
- Students in Phase 1 do not participate in any external national or international assessments. The school administers GL-PT in years 4 to 10 to benchmark students' attainment in mathematics. Results for AY2024/25 indicate that students' attainment in Phase 2 is Very Good, and in Phase 3 is Outstanding. Results of IGCSE mathematics in Year 11 for the AY2024/25 indicate Outstanding attainment. Results of A-level mathematics in Year 13 for the AY2024/25 indicate Outstanding attainment. In TIMSS 2023, Year 5 students achieved a score of 551, below the school target of 576 but above the international average of 503. In Year 9, students achieved a score of 576, above the school target of 565 and above the international average of 478. In PISA 2022, 15-year-old students attained a score of 527, above the school target of 525 and the international average of 472.

- In lessons and recent work, most students across all phases demonstrate levels of mathematical knowledge, skills and understanding that are above curriculum standards. In Phase 2, students build strong mathematical fluency through retrieval practice, structured modelling, and the effective use of concrete and pictorial representations. They develop early problem-solving strategies with increasing independence and strengthen core concepts such as number sense, equivalence, and accurate use of mathematical vocabulary. Students explain their methods and compare strategies appropriately; however, a minority of students are still developing confidence in consistently justifying reasoning clearly and explaining why solutions are reliable. In Phase 3, students extend these foundations into deeper reasoning, pattern recognition and multi-step problem-solving. They demonstrate increasingly secure conceptual understanding through abstract representations, including algebraic notation, coordinates, graphs and proportional reasoning. Students solve problems with confidence and select appropriate strategies; however, a minority of students are still developing consistency in applying reasoning skills independently across unfamiliar or complex problem contexts. In Phase 4, students demonstrate strong analytical skills, applying complex procedures such as differentiation, root-finding, vector operations and algebraic manipulation with proficiency. They show perseverance, academic maturity, and the ability to explain, justify, and evaluate mathematical methods. Students engage positively with challenging problems and are often successful in solving them. However, a minority of students are still developing consistency in applying higher-level reasoning to complex, multi-step problems and in clearly communicating mathematical thinking with clarity.
- Over the past three years, the school's internal assessment data indicate an upward trend in attainment in phases 2 and 3, improving from Very Good in AY2022/23 to consistently Outstanding in AY2023/24 and AY2024/25. In Phase 4, attainment also shows an upward trend, improving from Acceptable in AY2022/23 to consistently Outstanding in AY2023/24 and AY2024/25. GL attainment data show an upward trajectory in Phase 2, improving from Weak in AY2022/23 to consistently Very Good in AY2023/24 and AY2024/25. In Phase 3, attainment improved from Very Good in AY2022/23 to consistently Outstanding in AY2023/24 and AY2024/25. IGCSE results improved from Very Good in AY2022/23 to Outstanding in AY2023/24 and AY2024/25. A-level results also improved from Acceptable in AY2022/23 to Outstanding in AY2023/24 and AY2024/25.
- The school's analysis of internal assessment data for the AY2024/25 indicates that most students in phases 2, 3, and 4 make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards. GL progress data indicates Acceptable progress in Phase 2 and Good progress in Phase 3.
- In lessons and their recent work, most students in all phases make better than expected progress in relation to learning objectives that are aligned with the curriculum standards.
- The school's analysis of internal assessment progress data to evaluate the progress of different student groups indicates that boys make Outstanding progress in all phases. Girls make Outstanding progress in phases 2 and 3 and Very Good progress in Phase 4. Emirati students make Outstanding progress in phases 2 and 3 and Weak progress in Phase 4. Low-attaining students make Very Good progress in Phase 2 and Good progress in Phase 3. High-attaining students make Outstanding progress across all phases. Students with additional learning needs, including students of determination, make Outstanding progress in all phases. Gifted and/ or talented students make Outstanding progress in phases 2 and 3 and Acceptable progress in Phase 4.

Next Steps:

1. Improve students' mathematical reasoning in Phase 2 by strengthening their ability to justify methods, compare strategies, and explain why solutions work.
2. Enhance students' independent application of mathematical concepts in Phase 3 to sustain higher-order thinking across multi-step and unfamiliar problems.
3. Promote the consistent use of complex, real-world problem-solving tasks in Phase 4 to deepen conceptual understanding and consolidate advanced procedural skills.

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	Not Applicable	Outstanding	Outstanding	Outstanding
	Progress	Not Applicable	Outstanding	Outstanding	Outstanding

Findings:

- The school's analysis of internal assessment data for AY2024/25, against the National Curriculum for England (NCFE) standards in science, indicates that most students in all phases attain levels above the curriculum standards.
- Students in Phase 1 do not participate in any external national or international assessments. The school administers GL-PT in years 4 to 10 to benchmark students' attainment in science. Results in the AY2024/25 indicate that students' attainment in phases 2 and 3 is Very Good. Results of IGCSE in Year 11 for the AY2024/25 indicate Outstanding attainment in Combined Science and Triple Science. Results of A-level Triple Science in Year 13 for the AY2024/25 indicate Outstanding attainment. In TIMSS 2023, Year 5 students achieved a score of 562, below the school target of 566 but above the international average of 494. In Year 9, students achieved a score of 576, below the school target of 585 but above the international average of 478. In PISA 2022, 15-year-old students achieved a score of 525, which is below the school target of 529 but above the international average of 485.

- In lessons and their recent work, most students across all phases attain knowledge and skills above the curriculum standards. In Phase 2, students demonstrate secure inquiry skills and analyze data from investigations with confidence, supported by effective use of variables, fair testing, and subject-accurate scientific language. Their engagement in practical work enables them to explain outcomes clearly and collaborate effectively. However, the independent generation of purposeful questions and the consistent planning of investigations across different topics are less secure, and the application of understanding of variables and fair testing is not yet equally strong in all contexts. In Phase 3, students demonstrate strong scientific reasoning and can accurately interpret data sets, identify patterns, and draw informed conclusions. They engage in high-level discussion, use scientific vocabulary precisely, and increasingly justify their thinking using established scientific principles. Nevertheless, the depth of data interpretation varies, particularly in comparing patterns, identifying anomalies, and consistently linking explanations to underlying scientific concepts. In Phase 4, students display highly developed scientific skills, applying advanced conceptual understanding to hypothesize, justify methodological choices, and evaluate the reliability of findings with sophistication. They manipulate apparatus confidently, refine methods independently, and critique anomalies in ways that reflect advanced scientific thinking. However, the routine evaluation of methodological limitations, sources of error, and measurement constraints, and the impact of these factors on the validity of conclusions, is not yet consistently evident in all investigative work.
- Over the past three years, the school's internal assessment data indicate that in Phase 2, attainment improved from Good in AY2022/23 to Outstanding in AY2023/24 and AY2024/25. In Phase 3 Combined Science, attainment improved from Very Good in AY2022/23 to Outstanding in AY2023/24 and AY2024/25. In Phase 3 Triple Science, attainment in Physics and Chemistry has been consistently Outstanding, while attainment in Biology improved from Very Good in AY2022/23 to Outstanding in AY2023/24 and AY2024/25. In Phase 4, attainment in Physics and Biology improved from Very Good in AY2022/23 to Outstanding in AY2023/24 and AY2024/25. In Chemistry, attainment improved from Very Good in AY2022/23 and AY2023/24 to Outstanding in AY2024/25. GL attainment data indicate consistently Very Good attainment in Phase 2. In Phase 3, attainment improved from Good in AY2022/23 to Very Good in AY2023/24 and AY2024/25. IGCSE attainment data in Combined Science fluctuated, regressing from Outstanding in AY2022/23 to Very Good in AY2023/24, before returning to Outstanding in AY2024/25. IGCSE Triple Science attainment has remained consistently Outstanding. A-level attainment in Biology and Physics has been consistently Outstanding. In Chemistry, attainment fluctuated, regressing from Good in AY2022/23 to Weak in AY2023/24, before improving to Outstanding in AY2024/25.
- The school's analysis of internal assessment data for the AY2024/25 indicates that most students in phases 2, 3, and 4 make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards. Standardized Assessment GL PT data indicate Weak progress in Phase 2 and Good progress in Phase 3.
- In lessons and in their recent work, most students in all phases make better than expected progress in relation to learning objectives that are aligned with the curriculum standards.
- The school's analysis of internal assessment progress data to evaluate the progress of different student groups indicates that boys make Outstanding progress in all phases, except in Phase 4 Biology, where progress is Weak. Girls make Outstanding progress across all phases, except in Phase 4 Chemistry, where progress is Weak. Emirati students make Outstanding progress in all phases, except in Phase 4 Physics, where progress is Weak. Low-attaining students make Acceptable progress in Phase 2 and Good progress in Phase 3. High-attaining students make Outstanding progress in all phases. Students with additional learning needs, including students of determination, and gifted and/or talented students, make Outstanding progress across all phases, except in Phase 3 Combined Science, where progress is Very Good.

Next Steps:

1. Strengthen students' independent inquiry skills in Phase 2, to develop purposeful questioning, investigation planning, and consistent application of variables and fair testing.
2. Deepen students' scientific reasoning in Phase 3, to improve accuracy of data interpretation, identification of patterns and anomalies, and clear linkage between evidence and scientific principles.
3. Enhance students' evaluative thinking in Phase 4, to strengthen reflection on methodological limitations, sources of error, and the impact of these factors on the validity of conclusions.

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	Not Applicable	Outstanding 	Outstanding 	Outstanding 

Findings:

- Students demonstrate strong ownership and responsibility for learning, particularly in English-medium subjects. They engage enthusiastically in lessons, take purposeful actions to improve their work, and show well-developed awareness of their own progress. Reflection on learning is consistently evident in these subjects, with students able to identify strengths and areas for improvement. However, in Arabic-medium subjects across all phases, these skills are less consistently developed. Students rely more on guidance in some learning situations and are less consistently proactive in seeking information, exploring ideas independently, and reflecting critically on their progress.
- Across phases, students demonstrate strong collaborative learning skills in a wide range of learning situations. When working in groups, they listen attentively, communicate their learning clearly, and make purposeful contributions to the discussion. Students evaluate peers' ideas and work critically and respond constructively, which supports effective problem-solving in complex tasks. In the best lessons, they set shared goals, consider alternative solutions, and assess the viability of different approaches collaboratively.
- Across all subjects, students consistently make clear and meaningful connections between their learning and real-world contexts. They apply knowledge to explain, justify, and evaluate ideas, showing a secure understanding of relevance beyond the classroom. Students also demonstrate the ability to transfer learning across subjects. They apply skills and concepts from different disciplines accurately, including numeracy in humanities contexts, to interpret data, explain patterns, and compare outcomes. This integration of learning supports deeper understanding and purposeful application of knowledge across areas of study.
- Students demonstrate well-developed critical thinking, reasoning, and problem-solving skills. They conduct independent research, analyze information critically, and draw on a range of sources appropriately, particularly in English-medium subjects. Across the school, students show secure digital competence and apply technology effectively to learning tasks. They use digital tools effectively to support and extend learning and select appropriate technologies with purpose. Innovation and enterprise are less consistent across subjects and phases. While these skills are evident in some contexts, students do not yet demonstrate entrepreneurial thinking, creative risk-taking, or sustained problem-based inquiry with the same consistency across the subjects and phases.

Next Steps:

1. Strengthen students' independence and initiative in directing their own learning in Arabic-medium subjects across all phases.
2. Secure greater consistency in students' reflective learning skills across subjects, particularly in Arabic-medium contexts.
3. Promote the consistent application of students' innovation, enterprise, entrepreneurial thinking, and creative risk-taking across subjects and phases.

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

Personal Development

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

Findings:

- Students demonstrate highly positive and responsible attitudes to learning. They respond to feedback, adjusting their work promptly to improve the quality of outcomes. Students demonstrate self-reliance and sustained commitment to improvement. Students approach challenges with resilience and view constructive feedback as a key tool for improving their performance.
- Students' behavior is consistently positive across all phases. They uphold the school's values, and the ethos of being Grounded, Rounded, and Unbounded is reflected clearly in their conduct. Students demonstrate strong self-discipline, support their peers, participate in community initiatives, and take responsibility for their learning. As a result, incidents of bullying are extremely rare.
- Relationships between students and staff are consistently respectful and considerate. Students demonstrate empathy and understanding of individual differences and actively support students of determination. Interactions across the school reflect an inclusive and respectful environment. Students readily collaborate and support one another, valuing diversity and inclusion as central to their school community. Their interactions are built on trust and mutual respect, and they take pride in contributing to collective success.
- Students demonstrate a thorough understanding of safe and healthy living and reflect this in their daily choices. Participation in morning sports clubs, weekly wellness lessons, and Global Be Well Day reinforces positive habits related to physical activity, nutrition, and wellbeing. Students make informed lifestyle choices and actively engage in sports and after-school activities that promote fitness and well-adjusted emotional health, making full use of the school's excellent indoor and outdoor facilities.
- Attendance is Good at 95% at the end of last year and improved to 98% in the first term of the academic year. Students are punctual to school and lessons.

Next Steps:

- Deepen further students' reflective skills to use feedback more effectively, set clear goals, take purposeful actions to achieve them, and sustain resilience when faced with challenges.
- Improve students' attendance to at least 98% to secure consistently outstanding attendance levels across all phases and terms.
- Extend students' leadership of positive behavior through increased responsibility for peer conduct, mentoring, and community contribution.

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	Not Applicable	Very Good	Very Good	Very Good

Findings:

- Students demonstrate a secure understanding and appreciation of Islamic values and their influence on life in the UAE. In most lessons, students link learning to Islamic values and explain how these guide conduct and decision-making. This understanding is reinforced through weekly Friday assemblies that include moral reflection, as well as activities such as Qur'an recitation competitions and charitable initiatives during Ramadan. Students clearly identify shared Islamic and Emirati values, such as generosity, compassion, and community service, and apply these values through participation in charitable activities. Students across the school show a high regard for the influence of Islamic values on contemporary UAE society.
- Students show secure knowledge of the traditions and heritage of the UAE across all phases. They understand the significance of national identity through daily practices, such as the national anthem, and participation in events such as National Day and Martyrs' Day. Students engage in cultural projects and visits to UAE landmarks, which deepen their awareness of local history and culture. Across the school, students demonstrate high levels of appreciation, understanding, and respect for Emirati heritage and its role in shaping contemporary life. This is evident in the displays and heritage corners throughout the school. While students participate in organised cultural activities and some take on leadership roles, the ability to initiate and lead the planning and organisation of national events and celebrations is not yet widespread across a broader range of students.
- Students demonstrate strong awareness and a deep understanding of their own cultures and those of others. They speak knowledgeably about the school's diverse community and show respect for different beliefs and traditions. Participation in events such as International Day, Cultural Day, Language Week, and activities like Model United Nations supports informed discussion and engagement with global issues. Students can discuss different cultures extensively, comparing art, music, food, and other cultural traditions with insight and confidence. However, students would benefit from greater participation across all phases in practical, collaborative projects to fully deepen their intercultural competence and apply their understanding of global cultures more effectively.

Next Steps:

- Extend students' application of Islamic and Emirati values within the learning context consistently across phases.
- Enhance students' leadership skills so that a wider range of students can initiate, plan and lead national events and celebrations with greater independence.
- Increase students' participation in practical, collaborative projects across all phases to deepen intercultural understanding.

Social responsibility and innovation skills

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

Findings:

- Students across all phases demonstrate strong understanding and commitment to their responsibilities within the school community. They participate willingly in activities that contribute positively to school life. Students engage in voluntary roles across the school; for example, Phase 4 students support younger peers through supervision, shared reading, and project work. Students also participate actively in charitable initiatives, including fundraising for humanitarian causes, Ramadan food and clothing drives, and partnerships with local charities. They contribute responsibly to school events through planning and operational support. Students also take part in voluntary work beyond the school, with participation and leadership most evident in Phase 4.
- Students demonstrate very positive attitudes to work and show developing capacity for innovation. They take leadership roles in technology- and business-related initiatives, including coding clubs and STEM projects. Students apply research and problem-solving skills to real-life contexts; for example, Phase 4 students design and conduct experiments that replicate established studies. Students would benefit from more self-initiated projects to strengthen innovation skills, economic decision-making, and entrepreneurial responsibility.
- Students demonstrate a strong and proactive commitment to caring for and improving the school environment. They regularly initiate and conduct research to inform meaningful improvements; for example, students systematically gathered and analyzed stakeholder views to enhance music facilities and successfully influenced changes to canteen practices through the promotion of recyclable materials. Students show a secure and increasingly sophisticated awareness of environmental issues, including sustainability, pollution, and climate change, and make purposeful links to the United Nations Sustainable Development Goals. While awareness and engagement with wider global environmental challenges and conservation initiatives are evident, participation and depth of involvement are not yet fully consistent across all phases of the school.

Next Steps:

- Extend leadership and voluntary responsibility in phases 2 and 3 so that students demonstrate initiative and impact comparable to Phase 4.
- Improve students' capacity to independently initiate and sustain innovation and problem-solving, ensuring these opportunities are provided consistently across all phases.
- Strengthen students' engagement with wider global environmental challenges and conservation initiatives to ensure participation, leadership, and depth of involvement are more consistent across all phases.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers demonstrate excellent subject knowledge and expertly apply their understanding of how students learn. They use effective pedagogical strategies to engage students and deepen conceptual understanding across most subjects, resulting in better-than-expected progress, with stronger practice evident in English-medium subjects.
- Lesson planning is purposeful, coherent, and increasingly imaginative and collaborative. Teachers plan lessons and activities that build knowledge and skills systematically and ensure tasks are well-matched to learning intentions. In science, revised investigative sequences provide clearer conceptual scaffolding. In English, Literacy Tree planning supports structured progression and engaging entry points across the Junior School. Teachers are diligent in ensuring that lesson time is used effectively, maximizing opportunities for student engagement and progress. Teachers use digital tools selectively to support explanation and clarity, such as visualisers and mathematical modelling. Planning is consistently strong in most subjects, although structures and effective use of resources in Arabic-medium lessons remain less securely embedded.
- Teachers' classroom interactions maintain high levels of engagement and focus. Throughout the school, teachers use open-ended questioning techniques to stimulate thoughtful, considered student responses, enabling students to reflect on their ideas and articulate their understanding. Questioning challenges students' thinking and promotes thoughtful responses. In mathematics, strategies such as cold calling and structured dialogue increase cognitive demand. In English, layered questioning supports deeper interpretation and inference. Across subjects, dialogue promotes reasoning and reflection, supported by departments' use of the Great Teaching Toolkit to refine questioning practice.
- Teachers use highly effective strategies throughout most subjects to actively engage students and ensure lessons are tailored to meet individual needs. Expectations are high, with challenging work matched by appropriate support. In science, teachers anticipate misconceptions and adjust modelling responsively, and exit tickets inform decisions about readiness for deeper learning. In mathematics, scaffolding is removed promptly for secure learners, who move on to reasoning and application. Individual Educational Plans (IEPs) inform targeted in-class support for students of determination. Adaptation is consistent in most subjects; however, the accuracy and timeliness of real-time adjustment and challenge in Arabic-medium classrooms are less consistent.
- Teachers effectively develop students' critical thinking and problem-solving skills. Inquiry-based approaches in science support questioning, testing ideas, and justification of conclusions. In mathematics, problem-solving from Year 3 onwards requires students to select methods, explain reasoning, and generalise patterns. English lessons promote independent interpretation and critical response, with structured opportunities for reflection. While strong practice is evident, the systematic and consistent promotion of innovation, enterprise, and independent learning across all subjects and phases remains inconsistent, and the strongest practice has not yet been widely replicated.

Next Steps:

1. Secure greater consistency in pedagogical depth, lesson structure, and use of resources in Arabic-medium subjects to match the quality evident in English-medium subjects.
2. Strengthen the accuracy and timeliness of real-time adaptation and challenge in Arabic-medium subject lessons.
3. Embed a more systematic and consistent approach to developing innovation, enterprise, and independent learning across subjects and phases.

Assessment

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

Findings:

- Internal assessment processes are rigorous, coherent, and highly effective across all phases. The whole-school Assessment Policy is fully embedded and secures validity, reliability, and fairness. Teachers use a balanced range of diagnostic, formative, and summative assessments to capture attainment, depth of understanding, and skills. Internal moderation and Cognita network moderation ensure comparability and integrity across subjects and year groups.
- The school rigorously benchmarks student outcomes against a comprehensive range of external, national, and international measures, including GL Progress Tests in English, mathematics, and science in phases 2 and 3, and the Arabic benchmark tests in Arabic as a first language in phases 2, 3, and 4. IGCSE assesses attainment in English-medium subjects and Arabic as a first language at Year 11. A Levels in Phase 4 benchmark attainment in English-medium subjects at Year 13. The school engages eligible students in international assessments, such as TIMSS, PIRLS, and PISA. These tools provide dependable comparative evidence that validates internal judgments and informs future planning. Leaders analyse benchmarking outcomes with skill, cross-checking internal performance against ADEK expectations and global frameworks such as PISA, TIMSS, and PIRLS. Benchmarking practices do not yet cover all subjects, including Arabic as a second language, social studies, and Islamic education. The CAT4 cognitive ability tests provide a comprehensive, objective view of students' learning potential. These datasets support robust target-setting, curriculum adjustment, and interventions designed to improve outcomes in both English- and Arabic-medium subjects.
- Assessment information is analyzed rigorously and used effectively to monitor attainment and progress. Leaders and teachers triangulate internal assessments, benchmark data, work scrutiny, and lesson observations to form an accurate and holistic view of learning. Power BI systems support detailed tracking at individual, class, cohort, and subgroup levels. Strong data literacy ensures that trends inform curriculum refinement, targeted support, and impact monitoring.
- Assessment information is used consistently and effectively to inform teaching and curriculum decisions. Teachers actively use assessment data to differentiate tasks, modify grouping, and reteach content as needed. Teachers provide effective challenge and support. Departmental teams undertake regular reviews of schemes of work and curriculum maps, drawing on assessment findings, to ensure that learning sequences remain coherent and responsive to students' needs. Both internal and external assessment data are used together to inform cycles of intervention, enrichment provision, and whole-school improvement priorities. Teachers use formative strategies such as hinge questions, exit tickets, mini whiteboards, and adaptive questioning to identify misconceptions and adjust learning appropriately. While this practice is particularly strong in the best lessons, where it supports secure and sustained progression, its implementation is not yet equally well embedded across all subjects.

- Teachers demonstrate a strong understanding of students' strengths and needs and use assessment information effectively to personalize learning and inform next learning steps. Practice is particularly strong in English, Science and Mathematics, where feedback is specific, timely, and clearly focused on improvement. In these subjects, students consistently respond positively to feedback and make purposeful adjustments to their work, supporting sustained progress over time. Across the school, students increasingly participate in evaluating their own learning and understanding. However, the consistency and depth of self-assessment and reflection vary across subjects and phases.

Next Steps:

1. Secure consistent benchmarking practice across all subjects so that external and internal comparisons are applied with the same level of rigor across all subjects.
2. Strengthen consistency in the use of assessment information to support student self-assessment across subjects and phases.
3. Ensure formative assessment practice that informs teaching and curriculum adjustment is embedded with equal consistency across all subjects.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The curriculum has a very clear and well-defined rationale that is strongly aligned with the school's vision and the educational priorities of Abu Dhabi and the UAE. The school follows the National Curriculum for England for English-medium subjects and the Ministry of Education curriculum for Arabic-medium subjects, ensuring full alignment with authorised and licensed requirements. It is relevant, comprehensive, and promotes appropriate challenge across all phases. The planned curriculum is broad and highly balanced, securing the effective development of students' knowledge, skills, and understanding across all subject areas. The curriculum fully fulfils all national statutory requirements.
- Curriculum continuity is well-planned through clear vertical sequencing and regular cross-phase collaboration. Progression maps define knowledge and skill development from Year 3 to Year 13. Middle leaders systematically review sequencing, assessment data, and transition points. For example, Year 6 and Year 7 literacy leaders jointly refine assessment rubrics to address transition challenges, and mathematics and science teams have recalibrated unit sequences following staffing changes. This strong continuity and clear progression ensure that students are well prepared for each stage of their education, future study, and entry into the workforce. In Arabic, improved mapping has strengthened expectations, although variability in progression remains.
- The school curriculum offers an excellent range of curricular options for older students. Curriculum choice broadens progressively and is supported by structured guidance through options evenings, consultations, and careers education. Student interest surveys inform curriculum development, contributing to the introduction of subjects such as A-Level Politics and Psychology, with Psychology extended to GCSE due to demand. Post-16 pathways include Business and Technology Education Council (BTEC) routes that meet diverse learner profiles and support progression to university. Bespoke programs are designed for individual students, including skills-based provision and alternative accreditation. The Extended Project Qualification is offered selectively, and additional qualifications, such as IGCSE English as a Second Language, strengthen provision for EAL learners. Annual curriculum viability reviews ensure breadth and alignment with student aspirations and attainment, even within small cohorts.
- Cross-curricular links are embedded through whole-school curriculum mapping that identifies shared themes, concepts, and skills, supporting meaningful and purposeful integration. Strong examples include the English and History collaboration on World War I and the Art and Spanish project, which integrates cultural learning with creative production. Literacy alignment between English and Arabic supports consistent approaches to sentence construction and composition. Psychology draws on historical contexts to deepen conceptual understanding. The curriculum provides opportunities for the integration of transferable skills, including critical thinking and higher-order problem solving, although the depth of implementation varies across subjects.

- Curriculum review is continuous, rigorous, and informed by assessment outcomes, student voice, and engagement patterns. Departmental meetings and post-data-cycle evaluations support responsive refinement. Recent developments include restructuring psychology units to prioritize challenge, introducing a scientific-method unit in Year 7 to support transition, and diversifying English literature texts to include wider global perspectives. Humanities have embedded UAE case studies in geography, and modern foreign languages integrate cultural links to Arabic and Islamic studies. Inclusion-led reviews ensure accessibility through subject modification or alternative routes where needed.

Next Steps:

1. Strengthen progression coherence in Arabic to secure consistently strong continuity and depth of learning across all grades.
2. Deepen evaluation of cross-curricular impact on transferable skills and higher-order thinking to strengthen evidence of sustained learning gains across subjects.
3. Further refine curriculum review processes to ensure identified priorities result in sustained, consistent practice across all subjects.

Curriculum adaptation

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

Findings:

- The curriculum is effectively modified to provide stimulating and appropriately challenging learning opportunities for students. Modifications are consistently embedded in both planning and classroom lessons, with stronger practices evident in English medium subjects, where tasks, resources, and expectations are well matched to students' needs. Low attainers are supported through adapted learning activities that secure access to the curriculum, while high attainers and Gifted and Talented students are provided with sustained cognitive challenge and opportunities to deepen learning. Students with additional learning needs, including students of determination, benefit from tailored curriculum adaptations that promote sustained engagement and progress.
- The curriculum is imaginative and offers a wide range of opportunities that motivate almost all students. Opportunities for social contribution are evident through student leadership roles, including structured research activities that enable students to propose improvements to school life. Project-based learning and inquiry tasks, particularly in English-medium subjects, provide opportunities for students to extend skills and develop creativity. A wide extra-curricular program, including specialist clubs such as aerospace, engineering, STEM, and creative arts, offers structured pathways that support the development of innovation. Opportunities to further strengthen innovation and enterprise require clearer expectations to ensure that these skills are developed progressively and consistently across subjects and embedded more securely within daily lessons.
- Coherent learning experiences are embedded across most aspects of the curriculum, enabling students to develop a secure understanding of the UAE's culture, heritage, and society. Teachers delivering the National Curriculum for England consistently promote connections between learning and the UAE's social and cultural context, ensuring relevance and alignment with national priorities. These links are purposeful and generally evident across the curriculum, although the depth of meaningful integration varies between subjects and phases.

Next Steps:

1. Strengthen consistency of curriculum modification beyond English medium subjects to ensure equally high levels of challenge and accessibility across all curriculum areas.
2. Embed enterprise and innovation across all subjects to secure progressive and consistent development of these skills within daily lessons.
3. Strengthen the depth and consistency of curriculum links to contemporary UAE society across subjects and phases.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school maintains rigorous and highly effective safeguarding systems. Policies for health and safety, child protection, and associated welfare procedures are comprehensive, current, and reviewed annually. Safeguarding responsibilities are clearly defined across leadership and operational teams, ensuring swift escalation and accurate reporting of concerns. All staff understand their safeguarding responsibilities and respond promptly and appropriately to concerns. Training is systematic and regular, including induction, termly updates, and targeted sessions for support, administrative, transport, and outsourced staff. Students report feeling safe and well cared for. Clear procedures ensure that disclosures are handled sensitively and escalated immediately to the Designated Safeguarding Leads. Staff articulate safeguarding processes accurately, and reporting systems are robust, with thorough, timely, and compliant records. Strong pastoral structures, counselling services, and mental health provision contribute significantly to students' sense of safety and wellbeing.
- The school provides a safe, hygienic, and secure environment for students and staff. Health, safety, and security procedures are systematic and proactive. Daily checks, weekly walkthroughs, monthly inspections, and termly audits ensure that facilities remain safe and compliant. Risk assessments cover classrooms, specialist areas, external spaces, and higher-risk environments and are reviewed regularly. Security arrangements, including access control, visitor management, supervised entry and exit, and CCTV monitoring, are followed consistently. Emergency procedures, such as fire drills and lockdown rehearsals, are conducted efficiently and reviewed carefully. Visitors receive clear guidance on evacuation procedures, although safeguarding guidance for visitors is less explicit.
- Buildings and equipment are maintained to a high standard. Preventative maintenance routines and detailed records ensure that facilities remain safe, functional, and suitable for learning. Digital tracking systems support the timely identification and resolution of issues. Hygiene standards are consistently high due to established cleaning protocols, food safety systems, and environmental health checks, including air conditioning servicing, water testing, pest control, and waste management. Maintenance logs, incident reports, and inspection records are complete, well-organized, and reviewed systematically.

- The school's premises and facilities provide a high-quality physical environment that supports learning. Classrooms are spacious, well-equipped, and age-appropriate, with safe furniture and organized learning areas. Specialist facilities, including laboratories, workshops, ICT suites, sports facilities, and the medical clinic, meet safety requirements and are well-maintained. Accessibility arrangements support safe movement for all students through ramps, lift access, adapted spaces, and individualized risk assessments. External signage supports site safety, though clarity in the visitors' car park varies.
- The promotion of safe and healthy living is highly effective. A well-established wellbeing program, pastoral systems, and the Physical Education (PE) curriculum support students' understanding of physical health, mental wellbeing, nutrition, and personal safety. Counselling and mental health provision support emotional resilience. Teaching across the curriculum addresses safe practices, including digital safety, road safety, emotional regulation, and safe play. The canteen offers a range of healthy food options aligned with nutritional guidance, though nutritional information is not consistently displayed across all menu items.

Next Steps:

1. Secure consistent safeguarding guidance for visitors, including clear information on reporting concerns if a child discloses safeguarding information.
2. Strengthen clarity of safety communication in external areas, particularly through consistent signage in the visitors' car park.
3. Ensure consistent display of nutritional information across all canteen menu items.

Care and support

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

Findings:

- Staff-student relationships are exceptionally strong and are built on trust, respect, and the school's Positive Education ethos. Behavior expectations are clear and applied consistently across all phases. The Integrated School Administration and Management System (ISAMS) is used rigorously to record all Level 1 and Level 2 incidents, with automatic alerts to senior leaders that support the early identification of patterns. Heads of Year monitor behavior trends closely and maintain proactive communication with families. Restorative approaches support reflection and accountability, while a tiered intervention system and the Fry Conduct process ensure timely and appropriate response. The counsellor and forty-five trained Mental Health First Aiders strengthen the school's capacity to sustain a calm, respectful, and orderly environment.
- Attendance and punctuality are managed with high levels of consistency and oversight. Attendance improved from Good in the final term of the previous academic year to Outstanding in the first term of the current academic year. Electronic registration through ISAMS links directly to the iParent app and supports real-time monitoring. Registration closes at 7:46 a.m., with late arrivals signed in at a staffed reception to support accuracy and safeguarding. Daily absence reports are produced by 8:00 a.m., with prompt follow-up for unauthorized absences. Leaders review attendance patterns regularly and act early to address concerns. Clear routines, including a 7:20 a.m. classroom entry, support punctuality and a settled start to learning.
- Identification of students with additional learning needs, including students of determination, currently 5.7% of the school population, and gifted and/or talented students, is systematic and timely. Baseline assessments, including the Cognitive Abilities Test, Fourth Edition (CAT4), the New Group Reading Test (NGRT), the STAR Reading Assessment (STAR Reader), and STAR Math, are combined with classroom assessments and teacher observations within a structured process led by the Inclusion and Wellbeing teams. Tier profiles are reviewed regularly, with movement across Tiers 1 to 3 reflecting changing needs. Learning Profiles are detailed and updated each term, drawing on attainment data, social-emotional indicators, and parental input. Regular meetings between teachers and Inclusion staff support early identification and consistent practice across phases.
- Support for students with additional learning needs, including students of determination and gifted and/or talented students, is personalized, closely monitored, and effective. Tier 2 and Tier 3 support address literacy, numeracy, and social and emotional needs through specialist-led programs, including Precision Teaching, small-group phonics, and emotional regulation support. Class teachers adapt learning through structured tasks, visual support, targeted grouping, and extension activities that enable access and progress for students. High-attaining students benefit from masterclasses, subject challenges, competitions, and leadership opportunities. Leaders review provision through progress meetings, updated Learning Profiles, and coordinated monitoring with Heads of Year. Parental engagement supports continuity and sustained progress. However, the consistent use of Learning Profiles within day-to-day classroom practice across subjects and phases is not yet fully embedded, and further refinement of cross-phase monitoring would help ensure equally strong outcomes for all student groups over time.

- Students' personal development and well-being are monitored closely through cohesive support systems aligned with the Positive Education framework. The YouHQ platform supports the timely identification of wellbeing trends and provides targeted support. Students report trusting staff and accessing support when needed, which contributes to a positive culture of care and resilience. Careers guidance follows a clear progression from Year 7, beginning with self-awareness and strengths, and developing into pathways planning. Support includes Unifrog, individual guidance, parental engagement, and specialist workshops. Sixth Form provision includes enrichment, visiting speakers, university preparation, and work experience. As a result, 94% of students secure their first-choice university offer. Further alignment of pastoral, wellbeing, and academic systems would help sustain consistently high attendance, positive behavior, and post-16 success over time.

Next Steps:

1. Further embed the consistent use of Learning Profiles within classroom practice across subjects and phases.
2. Sustain and refine cross-phase monitoring to maintain equally strong outcomes for all student groups.
3. Further align pastoral, wellbeing, and academic systems to sustain high attendance, positive behavior, and post-16 success over time.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Outstanding

Findings:

- Leadership at the school, including the principal, sets an exceptionally clear, ambitious, and coherent strategic direction that is strongly aligned with UAE national and Emirate priorities. High expectations for achievement, inclusion, well-being, and academic excellence, grounded in the Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (PERMA) framework, are firmly embedded across the school. Leaders' collective expertise and unwavering commitment to student success create an inspiring educational environment in which high achievement flourishes. This leadership team plays a pivotal role in shaping the school's direction and ethos and communicates the mission and vision effectively to all stakeholders, ensuring that they are clearly understood and consistently visible throughout the school. Leaders demonstrate an extremely strong commitment to inclusion, appointing additional staff specifically to support students with additional needs, including students of determination. These students are identified swiftly and are promptly provided with the necessary, highly effective support to succeed.
- Both senior and most middle leaders demonstrate a comprehensive and secure understanding of the curriculum and best practices in teaching, learning, and assessment. Collectively, they are highly effective at establishing a positive, purposeful learning culture across the school, with a clear focus on developing students' knowledge, understanding, learning skills, and personal development. As a result, very high standards of students' learning and personal development are achieved across most subjects and phases. Strategic leadership has contributed to outstanding outcomes in English, mathematics, and science. Whole-school initiatives, including the effective use of the Great Teaching Toolkit, adaptive teaching approaches, and Power BI analytics, further strengthen teaching, learning, and assessment and reinforce a purposeful learning culture. However, the impact of leadership on teaching quality, curriculum coherence, and students' achievement is less consistently strong in Arabic-medium subject departments.
- Professional relationships across the school are highly effective. Communication is clear, structured, and purposeful, supporting collaboration and consistent practice. Staff morale is highly positive. Compliance with policies and regulatory requirements is exemplary, reflecting secure and effective operational leadership. The principal delegates responsibilities effectively, ensuring excellent care and support for students. Leaders have clear roles and sufficient time to carry out their duties to a high standard. Communication systems across the school are consistently professional, highly effective, responsive, and promote strong partnerships. Distributed leadership is well established and increasingly effective. Middle leaders are supported through coaching, data-informed review cycles, and collaboration within the Cognita network.

- Leaders at all levels demonstrate a very clear and accurate understanding of what needs to be done to innovate and improve the school. Leaders take decisive action where improvement is required. Comprehensive support and professional development are offered to all staff, including new members, enhancing overall school capacity. This is particularly evident in the strengthening of leadership, quality assurance, and professional development within Arabic-medium subjects; however, these improvements have not yet translated consistently into classroom practice across all subjects and phases.
- Leadership ensures strong accountability at all levels. Performance monitoring is robust, and outcomes remain consistently high. Improvement in Arabic-medium subjects is accelerating due to clearer leadership structures, strengthened oversight, and targeted professional development. Sustaining and embedding this improvement momentum will require continued monitoring, consistency in implementation, and clear accountability at both middle and senior leadership levels to ensure a consistently strong impact on classroom practice and student outcomes. The school demonstrates a strong capacity to sustain excellence and continue raising standards. Leaders ensure that the school is compliant with statutory and regulatory requirements.

Next Steps:

1. Further strengthen the impact of middle leadership in Arabic-medium subjects to secure consistency with the strongest areas of the school.
2. Strengthen the consistency of implementation of improvement initiatives across middle leadership so professional development and quality assurance translate reliably into classroom practice.
3. Sustain leadership capacity and continuity through consistent accountability at middle leadership levels to maintain high standards, effective delegation, and long-term improvement.

School self-evaluation and improvement planning

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

Findings:

- The senior leadership team initiates the self-evaluation process and assigns staff with responsibilities appropriate to their roles. The views of parents and students are gathered through meetings and surveys, and are incorporated into the evaluation. Self-evaluation processes are rigorous, systematic, and evidence-driven. Leaders triangulate a wide range of performance information, including GL Progress Tests, CAT4, internal benchmarking, GCSE and A-Level outcomes, Cognita QA reviews, lesson observations, and Power BI analytics. This enables an accurate and diagnostic understanding of whole-school performance. The self-evaluation form is detailed, evaluative, and closely aligned with day-to-day practice. Leaders at all levels are aware of the school's strengths and the areas requiring further development.
- Monitoring of teaching and learning is highly structured, continuous, and strategically coordinated. Senior and middle leaders conduct regular learning walks, formal observations, and work scrutiny to evaluate teaching quality in relation to students' outcomes. In English-medium subjects, monitoring shows strong diagnostic accuracy, supported by secure moderation, effective use of data, and clear evaluation of impact. In Arabic-medium subjects, monitoring practices are strengthening but remain less consistent, with some internal evaluations more generous than external triangulation indicates.
- Improvement planning is coherent, ambitious, and closely linked to self-evaluation findings. The school improvement plan aligns with the UAE National Agenda priorities and focuses sharply on improving teaching quality and student outcomes. Leaders evaluate performance against internal and external benchmarks accurately, recognizing that while international assessment outcomes exceed international averages, some targets were not yet secured and therefore inform refinement priorities. Leaders respond promptly to identified needs. Actions such as leadership restructuring in Arabic-medium subjects, strengthened moderation, and Cognita-supported coaching are well-targeted and increasingly effective.
- All the recommendations from the previous report have been addressed. The school has maintained Outstanding outcomes in all English-medium subjects and has improved or sustained outcomes in Arabic-medium subjects. Progress in Islamic education and social studies has improved across all subjects. Sustained upward trends in attainment, progress, teaching quality, and learning behaviors reflect a strong capacity for continued improvement. While self-evaluation accuracy and impact tracking for Arabic-medium subjects continue to develop, leadership actions have established a clear, accelerating trajectory of improvement.

Next Steps:

1. Secure consistent accuracy in monitoring and evaluative judgements in Arabic-medium subjects through tighter triangulation of internal review with external evidence.
2. Refine curriculum and assessment alignment in subjects linked to international assessments to ensure targets are secured consistently.
3. Strengthen the systematic tracking of impact in Arabic-medium subjects to ensure leadership actions translate into consistently strong improvements in classroom practice and student outcomes.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Outstanding

Findings:

- The school is highly successful in extensively engaging parents as partners in their children's learning and in school life. Parents are fully and passionately involved in every aspect of school life. Partnerships with parents are highly productive, inclusive, and deeply embedded in the school's culture. Parental engagement is exceptionally high, with Voice of the Parent feedback indicating strong confidence in the school's strategic direction, quality of provision, and effectiveness of support systems. To further strengthen this practice, outcomes from Voice of the Parent feedback should translate more consistently into clearly defined actions that are systematically reviewed for impact. Parents participate actively in their children's learning and school life through structured opportunities and open involvement, supported by the Friends of Repton (FoR), who make a significant contribution to community cohesion, cultural events, and school improvement initiatives. Parental involvement makes a highly positive and effective contribution to raising standards.
- Communication with parents is systematic, transparent, and highly effective. Leaders sustain strong engagement through the Repton Parent Portal, regular updates, targeted briefings, and clear communication channels. Dialogue is responsive and personalized, particularly for families of students with additional learning needs, including students of determination. Parents report that the school is accessible, supportive, and proactive in responding to queries and concerns.
- Reporting on students' academic progress and personal development is regular, clear, and comprehensive. Reports provide accurate information on attainment, progress, learning behaviors, and areas for improvement. Parents receive updates through written reports, parent-teacher conferences, digital platforms, and informal communication, which together ensure a secure understanding of their child's strengths and priorities for development.
- The school maintains a wide range of effective partnerships that enrich students' learning, well-being, and global awareness. Collaboration with the Cognita network, UAE charitable organizations, community groups, universities, enrichment providers, and sustainability partners offers students varied opportunities for academic extension, personal development, and social contribution. These partnerships are purposeful and contribute positively to students' educational and personal outcomes. However, formal processes to evaluate the impact of external partnerships on students' learning, well-being, and global awareness are not yet fully established.

Next Steps:

1. Ensure outcomes from Voice of the Parent feedback translate consistently into clearly defined actions that are reviewed for impact.
2. Establish formal processes to evaluate the impact of external partnerships on students' learning, well-being, and global awareness and use findings to inform future planning.

Governance

Performance Indicator	Quality judgement
Governance	Outstanding

Findings:

- Governance is inclusive, representative, and closely connected to the school community. Representation on the Board of Governors is comprehensive, enabling meaningful consultation with all stakeholders. This is supported by insights from parents, students, and Cognita regional leaders, which inform governance discussions and contribute to decision-making. Governors maintain open and regular communication with parents, ensuring that community needs and expectations shape strategic priorities, operational policies, and the wider school culture.
- Governors provide strong challenge, ethical oversight, and informed guidance. They draw on expertise in safeguarding, pedagogy, wellbeing, finance, and operations. Performance scrutiny is rigorous and informed by Power BI analytics, internal assessment cycles, Cognita QA reviews, student outcomes, and stakeholder feedback. This approach ensures clear accountability and supports high standards across the school. Governors act as constructive, effective, critical friends.
- Governance has a clear and positive impact on the school's development. Governors support strategic investment in key priorities, including leadership restructuring in Arabic-medium subjects, targeted professional development, enhanced digital learning tools, and facilities expansion. As the school grows, governors recognize the value of increased direct engagement through more regular in-person monitoring and learning walks. Their focus on clearer multi-year strategic planning, aligned with Cognita priorities and UAE national agendas, supports sustained excellence and long-term stability.

Next Steps:

1. Increase the frequency and structure of governors' direct engagement with the school through regular in-person monitoring and learning walks to strengthen first-hand understanding of practice.
2. Further formalize multi-year strategic planning to ensure sustained alignment with Cognita priorities, UAE national agendas, and projected school growth.

Management, staffing, facilities and resources

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

Findings:

- Daily operations, routines, and procedures are highly efficient and well organized, contributing to a calm, purposeful, and welcoming learning environment. Arrival and departure procedures operate smoothly, and movement between lessons is orderly and respectful. Senior leaders maintain a visible presence throughout the day, which supports the effective coordination of daily activity and reinforces a strong culture of safety, wellbeing, and professionalism. Routines are consistently secure across all phases.
- The school is appropriately staffed to fulfil its vision and mission. Teachers are fully qualified and deployed effectively within their subject specialisms. Staff retention is high, and turnover is low, supporting continuity and stability in provision. A comprehensive professional development program addresses both whole-school and individual priorities and includes areas such as the Great Teaching Toolkit, inclusion, data literacy, Positive Education, neurodiversity, and curriculum development. Professional development is well-targeted; however, its impact on consistency of teaching practice and students' attainment and progress varies across subjects.
- Premises and facilities are very well maintained and support effective learning across all phases. Classrooms and specialist areas are spacious, well-designed, and used productively. Science laboratories, indoor and outdoor learning spaces, and open areas support practical work, investigation, and physical development. Accessibility arrangements, including lift access, enable safe and independent movement for all students. Learning technologies are widely available and support teaching and learning, although their impact can be further strengthened to maximise purposeful use within Arabic-medium subjects.
- The school is very well-resourced and provides a wide range of high-quality materials, technologies, and learning tools to support effective teaching and learning. Smartboards, computers, and digital platforms are used to support active learning. The library, including a well-developed e-library, is used extensively to support reading, research, and comprehension in both English and Arabic. Resources are deployed strategically to meet diverse learning needs and reinforce the school's capacity to sustain high-quality provision.

Next Steps:

1. Secure greater consistency in the impact of professional development on teaching practice and students' attainment and progress across subjects.
2. Ensure consistent and effective use of learning technologies in Arabic-medium subjects to match the impact evident in other areas of the school.