

2025-2026



INSPECTION REPORT

ARCADIA GLOBAL SCHOOL

UK CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Furjan
	Opening year of School	2023
	Website	www.arcdiaglobal.sch.ae
	Telephone	056679058
	Principal	Andrew Wilson
	Principal - Date appointed	2/2/2022
	Language of Instruction	English
	Inspection Dates	26 to 30 January 2026

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 14
	Grades or year groups	FS1 to Year 9
	Number of students on roll	2254
	Number of Emirati students	5
	Number of students of determination	152
	Largest nationality group of students	Indian

TEACHERS

	Number of teachers	133
	Largest nationality group of teachers	Indian
	Number of teaching assistants	60
	Teacher-student ratio	1:17
	Number of guidance counsellors	3
	Teacher turnover	25%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE
	Accreditation	BSO

School Journey for ARCADIA GLOBAL SCHOOL

Outstanding Very Good Good Acceptable Weak Very Weak



2025-2026

Summary of Inspection Findings 2025-2026

The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

STUDENTS OUTCOMES

- Attainment and progress in English, mathematics and science are good. Attainment and progress in Islamic Education are acceptable overall. Attainment and progress in Arabic are at least acceptable. Progress is good in Arabic, as a first language in Primary and, Arabic, as a second language in Primary and Secondary. Students are enthusiastic learners who cooperate well. However, opportunities for sustained collaboration and higher-order critical thinking are not always provided.
- Students show positive attitudes to their work. They uphold the school's values and foster a respectful environment. Students actively engage in learning, appreciate Islamic and UAE heritage and culture, and contribute responsibly to school and community initiatives, including environmental projects. While students are culturally aware, their understanding of global issues is less well-developed. Their commendable work ethic and collaborative spirit are evident.

PROVISION FOR LEARNERS

- Teachers have secure subject knowledge and know how students learn best. They plan lessons effectively using data and technology, but in the classroom, work is not always well matched to students' attainment levels. The ongoing review of assessment processes has resulted in greater consistency in its application and the refinement of teaching. However, the support offered for all students, particularly students of determination, is underdeveloped across all subject areas.
- While the curriculum is inclusive in design, the consistency and impact of support for students of determination varies. Cross-curricular links are planned but not always seen in lessons. In the Foundation Stage (FS), there is a strong emphasis on learning through play and balance between adult-led and child-initiated learning. The school environment supports self-regulation, creativity, and independence, ensuring that students make better than progress.
- The school maintains rigorous safeguarding procedures although the frequency of fire drill evacuations does not yet reflect the size and growth of the school. Healthy living is strongly promoted. Positive relationships and high attendance foster a calm, purposeful climate for learning. However, support for students of determination is variable. Individual Education Plans (IEPs) often lack clear targets and systematic monitoring. Wellbeing is securely embedded and student development is actively promoted.

LEADERSHIP AND
MANAGEMENT

- The school demonstrates effective leadership and governance, ensuring statutory compliance and a clear, shared vision. Self-evaluation is robust and drives swift, data-informed improvement. However, not all middle leaders have fully developed the skills necessary to drive improvement. Partnerships with parents are very effective. Although there is limited space in some classrooms, management, resources and facilities support high staff morale and the delivery of the curriculum.

The best features of the school:

- Attainment and progress in English, mathematics and science
- Students' attitudes, behaviour and relationships, community involvement and environmental awareness
- The welfare and safeguarding of all students, and the promotion of safe and healthy lifestyles
- Governance, partnerships with parents and the strong links with the community.
- The management, staffing, facilities and resources.

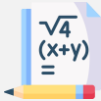
Key Recommendations:

- Raise the quality of teaching and learning by:
 - identifying, sharing and embedding the best practice that already exists across the school and,
 - ensuring learning activities are closely matched to the needs of all students.
- Raise achievement in Islamic Education and Arabic, as a first language by:
 - raising expectations and increasing the level of challenge and,
 - providing more opportunities for developing writing skills and the memorisation of the Holy Qur'an.
- Improve middle leaders' expertise by:
 - highlighting and sharing best practices in teaching, learning and assessment and,
 - developing their understanding of self-evaluation and improvement planning.
- Improve the support for students of determination by:
 - developing robust identification processes leading to rigorous assessment and monitoring and,
 - addressing students' barriers to learning through better focused IEPs.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Good	Good	Good
	Progress	Good	Good	Good
 Mathematics	Attainment	Good	Good	Good
	Progress	Good	Good	Good
 Science	Attainment	Acceptable	Good	Good
	Progress	Good	Good	Good
		Foundation Stage	Primary	Secondary
Learning skills		Good	Good	Good

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Good	Good
Social responsibility and innovation skills	Very good	Very good	Very good

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good
Assessment	Good	Good	Good

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good
Curriculum adaptation	Good	Good	Good

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good
Care and support	Good	Good	Good

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

A. Registration Requirements

Met Fully

Whole school

Emirati cohort

B. International and Benchmark Achievement

Very good

Not applicable

- The outcomes of the external Granada Learning Tests (GL) are very good overall. In primary English and mathematics there is good achievement. In primary science the data reflects very good achievement. In Secondary, only Year 7 sat the external GL tests producing outstanding results in mathematics and science, and very good outcomes in English.

C. Leadership: International and Emirati Achievement

Very good

- School leaders strongly support the vision and goals of the National Agenda. A detailed action plan is in place covering all National Agenda requirements. Future action plans for the monitoring and measuring of student outcomes lack clarity. Targeted modifications are better aligned to NAP. Teaching is well supported using external assessment information which the school evaluates closely. Quality assurance, regular monitoring and focused planning, have ensured strong NAP results.

Whole school

Emirati cohort

D. Teaching and Learning: Improving reading literacy

Good

Good

- Analyses of the benchmark reading data support a good judgement for reading literacy across the school. Teachers make use of the reading test data to guide their teaching approaches. However, their understanding of student needs is still variable. This hinders prompt interventions for students with low reading scores. The school's use of benchmark reading assessments and a range of other literacy initiatives is leading to improved reading ability and proficiency. An emerging English reading culture is starting to develop across the school.

Overall school standards in the National Agenda Parameter are very good

For Development:

- Ensure clearer processes for the monitoring and measuring of student outcomes.
- Increase the focus on reading literacy across all subjects and monitor closely the impact of improvements on attainment and progress.

Wellbeing

Overall, the quality of wellbeing provision and outcome is at a good level

- Leaders ensure wellbeing is a high priority and is embedded within the school's ethos, through an approach that places emphasis on the integrated nourishment of both the body and the mind. Leaders actively model wellbeing principles, supported by comprehensive policies and robust data systems. This enables informed decision-making and sustained improvement. However, while the use of data is sophisticated, evaluative analyses, linking wellbeing directly to long-term academic and behaviour outcomes, is not yet fully embedded.
- Students, staff, parents and governors are actively engaged in a shared wellbeing culture, underpinned by clear communication, and strong pastoral systems. Students have access to trusted adults through monitoring and referral pathways, resulting in timely support and sustained wellbeing outcomes. Staff wellbeing is similarly supported through induction, targeted initiatives, and a collaborative culture that promotes high levels of satisfaction. While stakeholder engagement is strong, systems that involve all groups in strategic decision-making are still in the process of development.
- The school's approach to wellbeing provides a strong, research-informed framework that promotes, and enables students to understand, manage, and develop, their own wellbeing. Teaching teams prioritise wellbeing within the classroom, ensuring that most groups of students thrive. However, for students of determination, their wellbeing and personal development needs are not consistently identified nor tracked. This is impacting upon the setting of precise targets and, the planning of tailored academic and pastoral support for their needs.

For Development:

- Evaluate the wellbeing curriculum adaptations for all students, especially students of determination to ensure they are having the necessary impact.
- Develop a strategy for including the views of all stakeholders in ongoing improvements in wellbeing.

UAE social studies and Moral Education

- The school teaches the UAE social studies and moral education based on the Moral, Social and Cultural Studies (MSCS) framework programme in English and Arabic. Both subjects are taught from Years 2 to 9. There is one 50-minute lesson allocated for MSCS per week, and elements integrated into the humanities and core subjects. Provision for MSCS is delivered through the official teaching and learning materials in lessons and supported by digital and audio-visual resources. In Primary, students' work is assessed through a mixture of projects, tests and teacher assessments, with the outcomes reported to parents. In Secondary assessments are completed annually and reported to parents.

Arabic in Early Years

- Children learn Arabic in FS2 and Year 1. In FS2, children attend four combined Arabic sessions each week of 50-minutes duration. In Year 1, Arabic, as a first language and as an additional language are taught separately, with both groups receiving four 50-minute lessons. The school deploys eight qualified Arabic teachers, five with Early Years experience, including one with a specialist qualification. The curriculum is school-modified and aligned with the Ministry of Education (MoE) standards. The curriculum prioritises listening and speaking in FS2 before introducing reading and writing. Assessment is mainly formative, aligned with whole-school systems which inform planning and grouping. Teaching is interactive, well resourced, and increasingly structured in Year 1 thus supporting the smooth transition into Arabic pathways in Primary.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Scrutiny of students' work, lesson observations, and analyses of internal assessments show that attainment is in line with curriculum expectations. Students in lower primary perform particularly well with recitation.
- Most primary students can identify the Pillars of Islam and Faith as well as demonstrate a basic understanding of selected aspects of the Seerah. They show an awareness of Islamic values and their application to everyday life. They are beginning to recite prescribed holy verses, the Hadith, and supplications from memory.
- In Secondary, students show an adequate understanding of the rules of worship and can identify the main message of a given Surah. While most students can recite verses from the Holy Qur'an, they do not do this from memory and the rules of Tajweed are variable. Teachers' low expectations and limited challenge in lessons are slowing students' progress.

For Development:

- Strengthen students' skills in recitation and memorisation of the Holy Qur'an, especially in Secondary.
- Ensure that learning activities provide an appropriate level of challenge and extend students' understanding of Islamic principles and rulings.

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable

- Students' progress is more rapid in Primary leading to the effective consolidation of key linguistic skills. The skills of reading and listening are developing across both phases. Reading comprehension is more secure in Primary than in Secondary.
- Students' speaking skills using standard Arabic are variable across the school with weaknesses in Secondary. Students rely too often on the use of colloquial language, which limits the precision of their spoken communication.

- Writing skills also remain insecure across both phases, despite the writing-improvement plan currently being implemented. Students lack confidence when writing at length, and in applying the rules of grammar. Inconsistencies in punctuation, spelling, and overall text organisation continue to hinder the clarity and coherence of students' written work.

For Development:

- Improve reading comprehension skills in Secondary by increasing engagement with extended and more complex texts.
- Enhance the use of accurate and fluent standard Arabic in speaking especially in Secondary.
- Strengthen students' writing skills across both phases.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good	Good

- Most students across the school demonstrate stronger speaking, than listening when engaged in structured speaking activities. Despite this, only a few students can apply previously learned vocabulary within everyday contexts.
- Students' writing skills are secure in the guided and structured tasks they are set. However, they are less so when expressing ideas independently in extended and creative writing activities. Secondary students are beginning to demonstrate improvement in producing longer pieces of writing that closely follow structured writing frames.
- The grouping of students based on years of studying Arabic is supporting their steady progress over time. Although students' reading skills are consistently strong across the school some still lack confidence when interpreting deeper meanings and abstract ideas from the texts.

For Development:

- Strengthen students' listening skills and vocabulary through speaking and listening activities.
- Improve independent writing further by increasing extended writing opportunities.

English

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Good
Progress	Good	Good	Good

- Students are engaged and make above expected levels of progress across all phases. In FS, children quickly develop effective communication and language skills. They can use expressive creative language with confidence and show interest in finding words and in reading sentences.
- Students in Primary and Secondary make steady progress in developing their writing and listening skills although their progress in speaking and in reading, is not always as rapid. The use of the library during English lessons is beginning to support the development of students' literary skills.
- Cooperative and collaborative learning opportunities are planned for in most lessons to support learning further. However, occasionally some lessons include too many activities preventing time for individual reflection on students' learning.

For Development:

- Improve students' literacy skills further by ensuring sufficient time for students to reflect on their learning.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Good
Progress	Good	Good	Good

- Across all phases, the majority of students are attaining above curriculum expectations and making better than expected progress in their learning. Girls are making stronger progress than boys in Primary.
- In FS, children can count accurately and are beginning to apply addition skills. In Primary and Secondary, students gain a secure understanding of number, geometry and measurement. They are less secure in solving word problems.
- Often teachers make links between the students' learning in mathematics and everyday situations thus enhancing students' mathematical skills further. Mathematical links with other curricular areas, especially students work in the 'Junior MBA' and 'Senior MBA' programmes, are helping to promote the development of mathematical awareness.

For Development:

- Place greater emphasis on mathematical reasoning and problem-solving, with a particular focus on language.
- Ensure all ability groups in mathematics classes are challenged sufficiently.

Science

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Good	Good
Progress	Good	Good	Good

- Science experienced through real-world contexts supports good attainment in Primary and Secondary. A greater focus on reading and more precise use of scientific vocabulary is now supporting more levels of progress and greater access to the science curriculum across all phases of the school.
- The acceptable attainment judgement in FS reflects a lack of early experiential science learning. Primary students learn well using practical activities while students in Secondary are well prepared for the challenge of more complex science concepts and topics.
- Opportunities to discuss and explain science are supporting students' confidence and understanding. However, insufficient engagement in regular open-ended investigative work is delaying the development of strong practical, problem-solving and enquiry skills.

For Development:

- Improve students' scientific skills by ensuring that regular and open ended investigative practical work is built into the curriculum.
- Ensure that the FS inquiry-based curriculum is delivered to support practical learning in science.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Good

- Children in FS demonstrate positive attitudes towards learning and the acquisition of new skills. In all subjects and across all phases, students are enthusiastic, respectful and are keen to do well in their studying.
- Most students interact and cooperate well together when working in groups. They share their learning confidently with one another. However, where classrooms are too small for the number of students, opportunities to develop collaborative learning skills are restricted by fewer opportunities for groupwork.
- In Secondary, students are encouraged and are increasingly able to reflect and take greater responsibility for, their own learning. Across the school sufficient reflection time is not always available for students in lessons thus impeding further development. Students do make links to prior learning in lessons, but do not always develop their critical thinking and research skills.

For Development:

- Ensure that students are given sufficient time in lessons to reflect on and assess their own learning.
- Provide more opportunities for students to develop their critical thinking and research skills

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Very good

- Students exhibit very positive attitudes to learning and a strong sense of belonging to the school community. They constantly demonstrate the school's values in their actions, which help to foster a calm, focused, and purposeful learning environment.
- Students display respectful attitudes towards one another. They engage positively in classroom activities, listen attentively to different perspectives, and value the contributions of others. Positive relationships with teachers and with one another help to promote collaboration and enable constructive feedback for students from their teachers.
- Participation in lessons and extra-curricular activities, including sports, reflect students' engagement and understanding of the importance of embracing a healthy lifestyle. Attendance and punctuality are very good.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Good	Good

- Students demonstrate a secure understanding of Islamic values, including tolerance, empathy, and care for others. Their understanding is reinforced through regular assemblies, clubs, and the celebration of Islamic events.
- Students across the school appreciate the UAE as a multi-cultural, safe, and yet, rapidly developing country. Children in FS also demonstrate a very good understanding of the UAE's national identity and are provided with regular opportunities to explore the Emirati culture and society.
- Students demonstrate a clear understanding, appreciation and pride in their own cultures. However, they are less aware of other countries and global cultures.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Very good	Very good	Very good

- Students are active, responsible members of the school community. They make meaningful contributions to their school environment and are beginning to make links with the wider community. Students across all phases actively organise fund-raising activities for charities such as, breast cancer awareness.
- Across the school, students show a strong work ethic. They take part in innovative and enterprising projects, for instance, designing sustainable furniture for a local furniture company.
- Students demonstrate pride in their school and enjoy focusing on improving the local environment. They initiate and support schemes that have had positive environmental benefits through their roles as 'Eco-Leaders' and in caring for the extensive school Eco Garden.

For Development:

- Strengthen students' awareness and appreciation of UAE heritage alongside global cultures by embedding meaningful intercultural learning experiences across the curriculum.
- Provide a wider range of opportunities for students to take volunteer roles in the wider community.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good

- Teachers have secure subject knowledge and understand how students learn best. In FS, teaching strategies and plans are adapted based on children's assessment data. The use of interactive digital technologies to support effective learning is a feature of most lessons.
- Lesson plans are informed by data, with learning objectives, and success criteria shared with students. Differentiated and personalised learning experiences are identified in lesson plans, but they are not always followed through into the delivery of lessons.
- Most teachers use a range of questioning strategies, which in the better lessons, develop students' critical thinking and independent learning skills. This is evident in Arabic, mathematics and science. However, appropriate levels of challenge for students are not always provided, particularly in Islamic Education.

	Foundation Stage	Primary	Secondary
Assessment	Good	Good	Good

- The ongoing review of assessment has resulted in greater consistency and a strengthening of assessment processes and procedures across most subjects and phases. Internal assessments are now more closely aligned to the curriculum standards and supported by effective moderation except in Islamic Education.
- The tracking of individuals and groups of students is mostly effective. The analysis of data enables most teachers to evaluate and adjust their teaching for groups of students. It has yet to be fully implemented for students of determination.
- Development training is assisting teachers to use data effectively in lesson planning. In practice, lesson modification is not yet sufficiently consistent to meet the learning needs of all student groups and in all subjects.

For Development:

- Ensure that appropriate levels of challenge are provided for all groups of students in lessons but especially in Islamic Education and science.
- Improve assessment in Islamic Education to ensure data is used effectively to inform teaching and learning.
- Ensure that the progress of students of determination is reliably measured and monitored.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good

- The curriculum is aligned effectively to the National Curriculum for England (NCfE) for English-medium subjects. Provision for Islamic Education and Arabic is aligned to the MoE curriculum. The FS curriculum has a strong emphasis on learning through play. Cross-curricular links are a developing feature.
- The curriculum is planned to give continuity and progression in learning by building upon students' previous achievements. It ensures that the needs of most groups of students are met, and they are well prepared for the next phase of education.
- The school conducts regular reviews of the curriculum involving teachers and subject leaders. These allow the curriculum to be developed in a way which ensures good provision in almost all subjects and addresses the academic and personal needs of most learners.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good	Good	Good

- From Year 1, students have access to community links and a wide range of stimulating extra-curricular activities provided by the school. These substantially enhance students' academic progress and their personal development.
- The curriculum includes programmes which develop students' knowledge, understanding and appreciation of the heritage of the UAE, including Emirati traditions, culture and values. Students also have opportunities to engage in activities which promote enterprise, creativity and innovation.
- The school's curriculum provides programmes of work to suit students with a range of abilities, including students of determination and exceptional learners. However, opportunities for student-led extra-curricular activities are limited.

For Development:

- Ensure that the curriculum adaptations which have now been introduced to meet the needs of individuals and groups are implemented effectively.
- Increase the opportunities for student leadership development in the school's extra-curricular activities

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good

- The school has rigorous procedures for child protection and safeguarding that are known, followed, and implemented. Students are well informed about different types of bullying and other forms of abuse and have the confidence to ask for help should concerns arise.
- Buildings and equipment are very well maintained. The school provides a hygienic, secure environment. Safety protocols are generally followed, although parents' lanyard use is sometimes inconsistent, and fire drills are not conducted frequently enough considering the numbers of new students and members of staff.
- Healthy living is very effectively promoted through the contribution of the medical and physical education staff. Students are fully aware of making informed healthy lifestyle choices, with the curriculum strongly supporting the development of their wellbeing.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- A positive school climate, strong relationships, and high attendance support effective learning. Staff–student relationships are consistently positive and underpinned by clear values. Attendance is supported by effective monitoring, timely follow-up, and interventions.
- The quality and impact of support for students of determination is variable. While some classroom adaptation is evident, support is not consistently planned, monitored, or reviewed. IEPs often lack defined targets and clear success criteria. Students' progress is not systematically measured, resulting in uneven impact, particularly for students with more complex needs.
- Wellbeing is securely embedded into daily practice. The school rigorously monitors students' personal development and their wellbeing. Students have access to experienced individual advice and support, enabling them to play an active role in school life and develop their self-esteem and confidence.

For Development:

- Strengthen the quality, consistency, and evaluation of support for students of determination by ensuring that IEPs include precise targets, interventions, and success criteria.
- Ensure that all parents and visitors wear lanyards in school.
- Increase the frequency of fire drills to ensure that all students and staff are confident in following, emergency procedures.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Leadership and governance promote a clear inclusive ethos. Inclusion is a core focus within the school improvement plan, clearly outlining the school's commitment to meeting the needs of students of determination. While monitoring systems are still developing, leadership capacity is strengthening and supporting improved consistency of provision across phases.
- A range of assessment tools is used to identify student needs. However, their accuracy is uneven, resulting in variable interventions. This limits the effectiveness of targeted support and leads to uneven progress for students of determination across subjects and phases.
- Strong, trusting partnerships with parents, including those whose children access specialist education pathways, contribute positively to student outcomes. Clear communication and collaboration ensure parents are well informed and actively involved in shaping provision.
- Learning pathways, including developing specialist pathways, provide some access to modified learning. However, inconsistent differentiation, uneven support and variable IEPs limit engagement, independence and progress, particularly for students with more complex learning needs.
- Assessment practices are uneven and do not consistently inform planning or intervention. In the best lessons, ongoing assessment informs adaptations to learning. Most IEPs lack clarity, and monitoring is irregular. Marking and feedback are inconsistent and do not always promote independence or continuous improvement. As a result, progress for students, including those following specialist education pathways, is variable.

For Development:

- Improve the accuracy and consistency of standardised identification of students of determination so that assessment informs effective provision.
- Embed a consistent, whole-school approach to the internal assessment and monitoring for students of determination ensuring that IEPs contain clear, measurable targets linked directly to students' barriers to learning.

6. Leadership and management

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

- Leaders promote a shared vision and maintain clear, collaborative accountability. They have created a strong, values-driven ethos, where academic success and personal growth enhance the school's reputation. Ongoing professional development training impacts the school positively, addressing uneven competence and confidence, especially for some middle leaders. Staff morale is high, and they report feeling recognised and valued. Leaders ensure full compliance with statutory and regulatory requirements including facility management and record-keeping.
- The process of school self-evaluation is informed by assessment data, observations and stakeholder views. It provides senior leaders with a strong understanding of the school's strengths and areas for development. The monitoring and evaluation of teaching and learning is wide ranging and improving, although middle leaders are still developing their expertise in these areas. School improvement plans are appropriately focused on key priorities, although some targets still lack specific details. Overall, improvements have been considerable and swift, with leaders making commendable progress in addressing recommendations from previous self-reviews within the school.
- The school has established highly effective partnerships with parents, who report strong satisfaction and feel valued as active partners in their children's education. Communication is frequent, with parents feeling well-informed through comprehensive reports on progress, areas for improvement, and personal development. Regular consultation ensures their views are heard and acted upon. The school offers valued opportunities for meetings, workshops, and community events. Links with the wider community enrich the curriculum and broaden student awareness.
- The governing body is effectively constituted, representing all stakeholders including parents. Governors actively engage through regular school visits and meetings with leaders, ensuring a clear understanding of the school's operations. Their meetings demonstrate a detailed, evidence-based focus on improvement. Governors ensure statutory compliance and strategically prioritise closing achievement gaps, maintaining wellbeing, and personalising support to fulfil the school's founding mission.
- The school's day-to-day operations are well-organised. Established routines allow teachers to focus on teaching and students on learning. Governors and leaders ensure sufficient qualified staff, whose deployment and professional development are strategically aligned with the school's priorities. The site has been thoughtfully developed and supported by robust health and safety protocols. Facilities are exceptional and the environment is conducive to learning, although some cramped classrooms limit the implementation of a wider range of teaching styles.

For Development:

- Improve middle leaders' expertise by developing their understanding of self-evaluation and improvement planning while sharing best practices in teaching, learning and assessment.

What happens next?

The school has been asked to prepare and submit an action plan to Quality Assurance and Compliance Agency within two months of receiving the inspection report. This should address:

- recommendations from QACA
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Quality Assurance and Compliance Agency

Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact
qa.foundation&growth@khda.gov.ae