



AY 2025/26









The Philippine Global School

Rating: Acceptable

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School Information

General Information	
 Name	The Philippine Global School
 Esis Number	9274
 Location	2,Al Arsad St,Hadbat Al Za'faranah,Abu Dhabi 22418
 Website	http://thephilippineglobalschool.com/
 Telephone	0506872128
 Principal	RIZA ROWAN DANA O
 Inspection Dates	17 to 20 Nov 2025
 Curriculum	Philippine

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1284
Number of Emirati students	0
Number of students of determination	25
Largest nationality group of students	Philippines - Germany - Sri Lanka

Information On Teachers

Number of teachers	74
Nationalities	Philippines - Egypt - New Zealand
Number of teaching assistants	3

Changes since the previous inspection

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

Overall, students' achievement in Arabic-medium subjects has remained acceptable with good judgments across phases and no changes since the previous inspection. In Arabic as a second language, students' achievement remained Acceptable in phases 2 and 3. In Phase 1, Arabic as a second language was not evaluated during the previous inspection and is now judged Acceptable for attainment, and Good for progress. In Islamic education, students' achievement remained Acceptable in phases 2 and 3. In Phase 1, Islamic education was not evaluated during the previous inspection and is now judged Acceptable. In social studies, students' achievement remained Good in phases 2 and 3.

Students' achievement in English-medium subjects shows variation across phases, with improvement evident and no regression. In English, students' achievement remained Good in Phase 1 and Acceptable in Phase 2. In Phase 3, achievement improved from Acceptable to Good, as students demonstrate more secure literacy skills and express ideas with greater clarity. In mathematics, attainment in Phase 1 improved from Acceptable to Good, while progress remained Good. In Phase 2, achievement remained Acceptable. In Phase 3, attainment remained Good and progress improved from Good to Very Good. The improvement reflects stronger mathematical understanding and more advanced reasoning and problem-solving. In Science, students' achievement remained Good in Phase 1. In phases 2 and 3, achievement improved from Acceptable to Good, as students apply scientific knowledge and skills more effectively across a wider range of contexts.

Learning skills remained Good in Phase 1 and Acceptable in Phase 2. In Phase 3, learning skills improved from Acceptable to Good, as students show greater independence, work collaboratively, and apply their learning to real-world contexts.

Performance Standard 2, related to students' personal and social development and innovation skills, was not evaluated in the previous inspection. Personal development is now judged Very Good across all phases. Students show positive and responsible attitudes to learning, demonstrate positive behavior, act with courtesy and sensitivity toward others, and offer support when needed. Students' understanding of Islamic values and their awareness of Emirati and world cultures are judged Good across all phases. Students demonstrate clear knowledge of UAE heritage and culture and show respect for wider cultural diversity. Students' social responsibility and innovation skills are judged as Good across all phases. Students show understanding of their responsibilities within the school community and care for the environment. Participation in innovation and enterprise opportunities is increasing across the school.

Teaching for effective learning remained Good in Phase 1 and Acceptable in Phase 2, and improved from Acceptable to Good in Phase 3. Teachers demonstrate secure subject knowledge and use age-appropriate approaches; however, more consistent and targeted strategies are needed to meet students' learning needs effectively. They identify differences in students' learning needs and plan lessons to address them, although classroom practice remains inconsistent.

Assessment remained Good in Phase 1 and Acceptable in Phases 2 and 3. Internal assessment processes are mainly coherent and align with curriculum standards. The school benchmarks students' performance against international measures. However, the reliability and use of assessment information to evaluate planning, track progress, and inform next steps are inconsistent across the school.

Performance Standard 4, related to curriculum design and implementation and curriculum adaptation, was not evaluated in the previous inspection. Curriculum design and implementation are now judged Good in Phase 1 and Acceptable in phases 2 and 3. The curriculum is broad and balanced overall. In Phase 1, learning experiences align well with students' ages and stages. In the older phases, the curriculum places greater emphasis on knowledge acquisition, which limits the development of subject-specific and transferable skills. Curriculum adaptation is judged Acceptable across all phases. Modifications generally meet the needs of most students and enable them to access learning. However, support for students with additional learning needs, including students of determination, and the challenges for high-attaining, gifted and/or talented students, do not consistently enable these students to achieve the progress they are capable of.

The health and safety of students remained Good and continues to be a clear priority for the school. Safeguarding procedures are clear, monitoring is regular, and supervision is consistent, which maintains a safe learning environment. Care, guidance, and support also remained Good across all phases. The school promotes attendance and punctuality effectively and has established clear procedures to identify students with additional learning needs, including students of determination and gifted and talented students. However, the consistency and impact of the support provided remain variable across the school.

The quality of leadership and management remained unchanged across all indicators. The effectiveness of leadership remained Acceptable. Leaders set a vision aligned with UAE national priorities; however, their impact on students' achievement varies across subjects and phases. Self-evaluation and improvement planning remained Acceptable, as some judgments do not fully reflect strong analysis of evidence from lessons and students' work. Partnerships with parents and the community remained Good. The school successfully engages parents as partners in learning and wider school life. Governors' support and influence remained Acceptable. They monitor school performance and hold leaders to account, though processes and impact are variable in their effectiveness. Management, staffing, facilities, and resources remained Acceptable. Day-to-day operations run smoothly, and facilities are generally suitable for learning, although resources to support practical inquiry are limited. Leaders show strong commitment to the school and have shown improvement since the previous inspection.

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

School leaders demonstrate sustained commitment to meeting targets in TIMSS, PISA, and PIRLS through coordinated planning and close use of data that aligns with schoolwide improvement priorities. Leaders analyze internal and external assessment outcomes to identify gaps and direct focused action planning. They communicate expectations clearly to students, parents, staff, governors, and the Parent-Teacher Council through briefings, orientations, and regular updates linked to National Agenda targets. Senior leaders monitor preparation routines, including review sessions, practice packs, and the schoolwide Question a Day programme, and provide well-being support to strengthen student readiness. These actions reflect clear strategic planning, regular monitoring, and shared accountability.

Curriculum and teaching adapt to reflect the cognitive and language demands of international assessments within daily classroom practice. Leaders ensure that competencies from TIMSS, PISA, and PIRLS feature in lesson planning and classroom tasks. In mathematics, teaching emphasizes early problem-solving from Phase 1. In English, lessons focus on inference, text evaluation, and reading comprehension. Teachers familiarize students with assessment formats through PISA practice materials, question banks, PIRLS-style reading tasks, and Question-a-Day routines across phases. Data from CAT4, IBT, and New Group Reading Test (NGRT) inform targeted support and after-school review sessions in English, mathematics, and science. These provide regular practice aligned with international benchmarks.

Teachers prepare for international assessments through structured review meetings, shared analysis of assessment data, and guidance from academic leaders. Heads of Department lead discussions on performance trends and support teachers in refining teaching to address assessment requirements. Collaboration and monitoring are evident. However, professional development linked directly to international assessment frameworks and to strengthening higher-order problem-solving, reasoning, and advanced literacy skills remains limited.

The school raises parental awareness of TIMSS, PISA, and PIRLS through orientation sessions, circulars, and regular communication through email, printed notices, and SMS. Parents receive clear guidance on assessment structures, timelines, and their role in supporting learning at home. The school shares review materials, sample questions, and ADEK's PISA practice platform to reinforce learning beyond the classroom. Parents support their children's participation in after-school review sessions.

Performance in standardized and international assessments

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

Standardized Assessments

Students in grades 3-9 participate in the standardized Australian Council for Educational Research (ACER) International Benchmark Tests (IBT) in English, mathematics, and science.

- Results for AY2024/25 indicate that students' attainment in ACER IBT English was Weak in Phase 2 and Good in Phase 3. Progress in ACER IBT English was Good in Phases 2 and 3.
- Results for AY2024/25 indicate that students' attainment in ACER IBT mathematics was Weak in phases 2 and 3. Progress in ACER IBT mathematics was also Weak across both phases.
- Results for AY2024/25 indicate that students' attainment in ACER IBT science was Weak in phases 2 and 3. Progress in ACER IBT science was also Weak in both phases.

Students in grades 3-9 participated in the Arabic Benchmark Test (ABT) in Arabic as a Second Language and the Islamic Education Benchmark Test (ISBT).

- Results for AY2024/25 indicate that students' attainment in ABT Arabic was Acceptable in phases 2 and 3.
- Results for AY2024/25 indicate that students' attainment in Islamic Education was Good in phases 2 and 3.

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 539, above the school target of 499 and the PISA international average of 476.
- In mathematics literacy, students achieved a score of 480, just above the school target of 479 and the PISA international average of 472.
- In science literacy, students achieved a score of 545, above the school target of 490 and the PISA international average of 485.

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

- In Grade 4 mathematics, students achieved a score of 525, below the school target of 539, but above the international average of 503.
- In Grade 8 mathematics, students achieved a score of 515, below the school target of 545, but above the international average of 478.
- In Grade 4 science, students achieved a score of 548, just above the school target of 547, and above the international average of 494.
- In Grade 8 science, students achieved a score of 545, below the school target of 574, but above the international average of 478.

Reading

The school provides structured reading provision in English and Arabic that supports students' reading development and encourages regular reading. During the current academic year, the provision expanded to include new approaches designed to support improvements in reading levels. These include targeted intervention programs that address identified gaps and support sustained progress in reading performance.

The library provides an appropriate learning environment with suitable furniture and organized spaces. It holds over 1,000 English books, more than 600 Arabic books, and around 70 Filipino titles, arranged by age and interest. Older students access scholarly journals to support research, and teachers use phonics book packs to support early reading. A limited range of digital texts is available through the learning management system, with plans to expand access. Students use the library during break times and through timetabled library lessons. Classrooms in phases 1 and 2 include Easy Readers and texts linked to current learning themes, which support regular reading practice.

Reading provision is strengthened through the introduction of the SPARK reading programme and the weekly Drop Everything and Read initiative. Teachers in Arabic and English integrate purposeful reading into lessons and track students against individual reading targets. The school administers diagnostic reading assessments at the start of the academic year and later to measure progress. The New Group Reading Test assesses reading comprehension annually. Teachers use assessment information to plan interventions, including peer support, where older students support younger readers to improve reading accuracy and understanding.

Teachers receive professional development focused on effective reading strategies and the consistent implementation of SPARK and DEAR. Training supports the secure delivery of foundational reading skills and promotes shared expectations across phases.

Parents support reading development in English, Arabic, and Filipino through shared reading at home. They take part in book fairs and after-school book club activities, which extend reading beyond the classroom.

Strengths of the school

- Students' achievement in Phase 3 has remained Good across most subjects, and their scores in the 2022 PISA for reading, mathematics, and science were above the school targets and the PISA international average.
- Students in Phase 1 consistently attain levels that are above curriculum standards in English, mathematics, and science.
- Students across the school consistently demonstrate positive behavior, show sensitivity to others' needs, and maintain high levels of attendance and punctuality.
- The school implements effective health and safety procedures that ensure students' safety and well-being.
- Leaders, supported by staff and governors, ensure the efficient day-to-day running of the school, promoting a positive culture for learning, and successfully engage parents in their children's learning and wider school life, gaining their trust and support.

Key Recommendations

1. Improve students' achievement across all core subjects and phases, particularly in Phase 2, by:

- deepening students' understanding of Surah and Hadeeth, strengthening the accurate application of Tajweed, and improving their ability to support explanations and arguments with appropriate evidence from the Qur'an and Hadith.
- improving students' writing at length in Arabic and English across all phases and enhancing their higher-order reading and speaking skills in both English and standard Arabic to strengthen fluency and comprehension skills, particularly in Phase 2.
- strengthen students' use of accurate mathematical vocabulary, fluency in recalling number facts, accurate interpretation of word problems, reasoning and problem-solving skills, and the application of mathematics to real-world contexts across all phases.
- enhancing students' scientific and practical skills across all phases so they can conduct investigations and design experiments using the scientific method.
- increasing students' accuracy and depth in applying subject-specific knowledge and terminology, particularly in Phase 2.

2. Improve teaching, assessment, and the curriculum by:

- enhancing teaching approaches through effective differentiation, inquiry-based learning, and strategies that develop reasoning, depth of understanding, problem-solving, critical thinking, and innovation across subjects
- strengthening assessment practices to ensure accurate and reliable data, making more effective use of data to personalize learning, and embedding self- and peer-assessment to promote students' ownership of learning and progress.
- improving curriculum design to ensure a clear focus on skills progression, embedding cross-curricular learning and open-ended tasks more consistently, and using reliable assessment data to inform ongoing curriculum refinement.
- optimizing learning provision by extending support for all students, increasing challenge for gifted and/or talented students, and integrating creativity, enterprise, and innovation more consistently into lessons.

3. Improve the impact of school leadership on student performance by:

- improving leadership effectiveness in strengthening assessment procedures, professional challenge, and evaluative impact to ensure reliable assessment data, shared accountability, and sustained improvements in students' outcomes
- refining self-evaluation so judgements are fully evidence-based and effectively triangulated with lesson observation, students' work, and external assessment data.
- strengthening the consistency and depth of leadership monitoring, including the role of middle leaders, with a clear focus on students' achievement and consistency across subjects and phases, so that improvement actions lead to sustained changes in classroom practice and improved student outcomes.
- clarifying success measures within school improvement planning so leaders can track impact on students' attainment and progress over time.

4. Consolidate and extend performance in international assessments (TIMSS, PISA, and PIRLS) by:

- sharpening professional development to focus on the cognitive demands of TIMSS, PISA, and PIRLS.
- aligning daily teaching and curriculum planning with TIMSS and PISA international assessment frameworks by embedding skill-based questions, modelled practice, and sample item formats into regular classroom lessons across English, mathematics, and science.
- using a detailed analysis of PISA, TIMSS, and PIRLS results to identify gaps between curriculum coverage and assessment demand, and adjust planning accordingly.
- integrating question types and cognitive tasks modelled on international frameworks into teaching to build familiarity and confidence.
- continuing targeted professional training to strengthen teachers' understanding of benchmark expectations and cognitive demand.

Overall School Performance: **Acceptable**

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

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

PS3: Teaching and Assessment				
	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Acceptable	Good ↑	Not Applicable
Assessment	Good	Acceptable	Acceptable	Not Applicable

PS4: Curriculum				
	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Acceptable	Acceptable	Not Applicable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Not Applicable

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

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

PS6: Leadership and Management

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

Inspection findings

PS1: Students' achievements

Islamic Education

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

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

Findings:

- The school's analysis of internal assessment attainment data for AY2024/25 against the Ministry of Education (MoE) curriculum standards for Islamic education indicates that most students in Phases 2 and 3 attain levels that are above the curriculum standards. There are no data available for Phase 1. This high level of attainment does not align with the level of knowledge, skills, and understanding observed in lessons.
- The school administers the Islamic Benchmark Test to benchmark students' attainment in Islamic education. A few students across phases 2 and 3 participated in the AY2024/25 test, and their results indicate Good attainment in both phases.
- In lessons and in their recent work, most students across phases 1, 2, and 3 demonstrate knowledge, skills, and understanding in line with the curriculum standards. In Phase 1, students memorize short Surahs and demonstrate an appropriate understanding of basic Islamic etiquette; however, their ability to apply these teachings to their daily lives is less secure. In phases 2 and 3, students demonstrate an adequate understanding of worship practices and selected Qur'anic stories, though their knowledge of the Prophet's Seerah is inconsistent. Across all phases, students' accuracy in applying Tajweed rules during the recitation of verses from the Holy Qur'an remains underdeveloped.
- Over the past three years, the school's internal assessment data indicate that attainment has been consistently Outstanding in Phase 2. In Phase 3, attainment trends show a rapid upward trajectory, improving from Weak in AY2022/23 to consistently Outstanding in AY2023/24 and AY2024/25.
- The school's analysis of internal assessment progress 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 in their recent work, most students in phases 1, 2, and 3 make the expected progress in relation to appropriate learning objectives that are aligned with the MoE curriculum standards.

- The school's analysis of internal assessment data to evaluate the progress of the different groups of students indicates that boys, girls, and high attainers make Outstanding progress across phases 2 and 3. Students with additional learning needs, including students of determination, make Acceptable progress in Phase 2 and Good progress in Phase 3. Gifted and/or talented students in Phase 3 make Outstanding progress. Progress data for phase 1 across all groups and for low attainers across all phases are unavailable.

Next Steps:

1. Strengthen students' Qur'an recitation skills and Tajweed application across all phases.
2. Expand students' knowledge and understanding of the Prophet's Seerah, in phases 2 and 3.
3. Deepen students' understanding of Islamic etiquette and teachings to strengthen their ability to apply these principles meaningfully in their daily lives in Phase 1 and early Phase 2.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data for AY2024/25, against the Ministry of Education (MoE) curriculum standards for Arabic as a second language, indicates that most students in phases 2 and 3 attain levels that are above the curriculum standards.
- The school administers the standardized Arabic Benchmark Test (ABT) to benchmark students' attainment in grades 3 to 9. The results for the AY2024/25 indicate Acceptable attainment in phases 2 and 3.
- In lessons and in their recent work, most students in phases 1, 2, and 3 demonstrate knowledge and skills in line with the curriculum standards. In Phase 1, students recognize letters and associated sounds, follow simple instructions, and repeat modelled words; however, many struggle to recognize and read common words independently. In Phase 2, students read short, familiar words and phrases, write guided sentences, and understand simple instructions. However, many students struggle to construct oral sentences that clearly express ideas in familiar contexts. In Phase 3, students demonstrate adequate reading comprehension skills. They identify main ideas in short, familiar texts, write simple, structured sentences, and respond to direct questions. However, the accuracy and depth of their interpretation of texts, as well as the quality of their written responses, remain variable.
- Over the past three years, the school's internal assessment data indicate that attainment has been consistently Outstanding across phases 2 and 3.
- The school's analysis of internal assessment progress data for the AY2024/25 indicates that the majority of students in Phase 2 and most students in Phase 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 in their recent work, the majority of students in Phase 1 make better than expected progress, while most students in phases 2 and 3 make only the expected progress in relation to appropriate learning objectives aligned with MoE curriculum standards.
- The school's analysis of internal assessment data to evaluate the progress of the different groups of students indicates that boys and girls make Good progress in Phase 2 and Outstanding progress in Phase 3. Gifted and/ or talented students make Outstanding progress across both phases. High attainers make Very Good progress in Phase 2 and Outstanding progress in Phase 3. Low attainers make Acceptable progress in phases 2 and 3, whereas students with additional learning needs, including students of determination, make Weak progress in Phase 2 and Good progress in Phase 3.

Next Steps:

1. Improve students' independent recognition and reading of common words in Phase 1.
2. Strengthen the accuracy and depth of students' reading comprehension and written responses in Phase 3, with greater emphasis on interpreting meaning beyond identifying main ideas.
3. Enhance students' speaking skills, focusing on sentence construction within meaningful conversations across all phases.

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



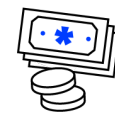
Government



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	Good	Good	Not Applicable

Findings:

- The school’s analysis of internal assessment attainment data for the AY2024/25 against the MoE curriculum standards for social studies indicates that the large majority of students in Phase 2 and most students in Phase 3 attain levels that are above the curriculum standards.
- There are no external national or international assessments for social studies in phases 2 and 3.
- In lessons and in their recent work, the majority of students in phases 2 and 3 demonstrate levels of knowledge, skills, and understanding that are above the curriculum standards. In phases 2 and 3, students demonstrate a secure understanding of key concepts related to citizenship, UAE geography, and history. In Phase 2, students demonstrate a secure understanding of core concepts such as justice, equality, and national identity, and can describe how these values shape the UAE community. However, their understanding and accurate use of subject-specific terminology remain variable. In Phase 3, students show a broad knowledge of historical periods and can describe key features of these eras and their influence on societies. Nevertheless, their ability to interpret information independently and analyze timelines and historical events is less well developed. Across both phases, the depth of students’ conceptual knowledge, higher-order reasoning, and consistent use of subject-specific terminology remains inconsistent.
- Over the past three years, the school’s internal assessment data indicate that in Phase 2, attainment regressed from Good in AY2022/23 to Weak in the AY2023/24, before improving to Very Good in the AY2024/25. In Phase 3, attainment regressed from Good in the AY2022/23 to Weak in the AY2023/24 before significantly improving to Outstanding in the AY2024/25.
- The school’s analysis of internal assessment progress data for the AY2024/25 indicates that the large majority of students in Phase 2 and most students in Phase 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 in their recent work, the majority of students in phases 2 and 3 make better than expected progress in relation to appropriate learning objectives that are aligned with the MoE curriculum standards.

- The school's analysis of internal assessment data to evaluate the progress of the different groups of students indicates that boys and girls make Good progress in Phase 2. In Phase 3, boys make Very Good progress, while girls make Outstanding progress. Low attainers make Acceptable progress across both phases, whereas high attainers make Very Good progress in Phase 2 and Outstanding progress in Phase 3. Gifted and/ or talented students make Outstanding progress in Phases 2 and 3. Progress data for students with additional learning needs, including students of determination, is unavailable.

Next Steps:

1. Strengthen students' understanding and use of accurate subject-specific terminology across phases 2 and 3.
2. Develop students' reasoning skills to analyze timelines and historical events, and interpret sources.
3. Deepen knowledge of historical topics and validate information through structured inquiry.

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	Good	Acceptable	Good ↑	Not Applicable
	Progress	Good	Acceptable	Good ↑	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the Philippine National Curriculum standards for English indicates that most students across phases 1, 2, and 3 attain levels above the curriculum standards. This high level of attainment does not fully align with the levels of students' knowledge and skills observed in lessons.
- There are no external national or international assessments for English in Phase 1. The school administers the standardized International Benchmark Test (IBT) assessments in grades 3 to 9 to benchmark students' attainment in English. Results for the AY2024/25 indicate that students' attainment is Weak in Phase 2 and Good in Phase 3. The school administers the external Grace Pass assessments for students in phases 1, 2, and 3. Results for the AY2024/25 indicate Very Good attainment in Phase 1, but Weak attainment in phases 2 and 3. In PISA 2022, 15-year-old students attained a score of 539 in Reading Literacy, above the school target of 499 and the international average of 476.
- In lessons and in their recent work, the majority of students in phases 1 and 3 demonstrate levels of knowledge, skills, and understanding above curriculum standards, whereas most students in Phase 2 demonstrate levels in line with curriculum standards. In Phase 1, students securely use their phonics knowledge to read and write key words as they develop the ability to write simple sentences. Students in Phase 2 read with reasonable accuracy, but rarely add appropriate expression, and struggle to make inferences. They write short sentences to express their ideas and opinions, but their writing usually lacks sufficient detail or uses more adventurous vocabulary. In Phase 3, students read fluently but struggle to infer meaning when presented with complex sentence structures. Students can adapt their writing style and edit their written work to correct spelling and add clarity. Across the school, students demonstrate appropriate speaking and listening skills during class discussions.
- Over the past three years, the school's internal assessment data indicate that attainment has been consistently Outstanding across all phases. Trends in standardized IBT data indicate consistently Weak attainment in Phase 2, and an upward trajectory in Phase 3, with attainment improving from Weak in the AY2022/23 and AY2023/24, to Good in the AY2024/25. Trends in external Grace Pass data indicate attainment improved in Phase 1 from Good in the AY2022/23 to Very Good in the AY2023/24 and AY2024/25. In Phases 2 and 3, the data indicates consistently Weak attainment.
- The school's analysis of internal assessment progress data for the AY2024/25 indicates that most

students across Phases 1, 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 standardized ACER IBT assessments, the majority of students make better than expected progress in phases 2 and 3.

- In lessons and in their recent work, the majority of students in phases 1 and 3 make better than expected progress, while most students in Phase 2 make expected progress in relation to learning objectives that are aligned with the curriculum standards.
- The school's analysis of internal assessment data to evaluate the progress of the different groups of students indicates that boys, girls, and high attainers make Outstanding progress across all phases. Gifted and/ or talented students make Outstanding progress in phases 2 and 3. Low-attaining students make Acceptable progress in phases 2 and 3. Students with additional learning needs, including students of determination, make Outstanding progress in Phase 1, Good progress in Phase 2, and Weak progress in Phase 3. Progress data for low attainers and gifted and/or talented students in Phase 1 are unavailable.

Next Steps:

1. Strengthen students' skills in writing sentences using known words and phrases in Phase 1.
2. Develop students' comprehension skills with a focus on inferring meaning in phases 2 and 3.
3. Enhance Phase 2 students' reading with expression and their written work by encouraging the use of a wider, more adventurous vocabulary and the inclusion of greater detail to add interest and clarity.

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:

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Good ↑	Acceptable	Good	Not Applicable
	Progress	Good	Acceptable	Very Good ↑	Not Applicable

Findings:

- The school’s analysis of internal assessment attainment data for AY2024/25 against the Philippine National Curriculum standards for mathematics indicates that most students across phases 1, 2, and 3 attain levels above the curriculum standards.
- The school administers standardized IBT assessments in grades 3 to 9 to benchmark students’ attainment in mathematics. Results for the AY2024/25 indicate that students’ attainment in phases 2 and 3 is Weak. The school administers the external Grace Pass assessments in phases 1, 2, and 3. Results for the AY2024/25 indicate Very Good attainment in Phase 1 and Weak attainment in phases 2 and 3. In TIMSS 2023, Grade 4 students achieved a score of 525, below the school target of 539, but above the international average of 503. Grade 8 students achieved a score of 515, below the school target of 545, but above the international average of 478. In PISA 2022, the results for 15-year-old students indicate a score of 480, which is above both the school target of 479 and the international average of 472.
- In lessons and in their recent work, the majority of students in phases 1 and 3 demonstrate mathematical knowledge, skills, and understanding above the curriculum standards, while most students in Phase 2 demonstrate levels in line with the curriculum standards. In Phase 1, students confidently identify basic shapes and demonstrate secure understanding of fundamental mathematical concepts, including simple addition and subtraction. They apply these skills effectively in practical activities; however, their ability to evaluate measurement accuracy and justify methods are still developing. In Phase 2, students demonstrate an adequate understanding of numbers and operations, but many struggle to interpret word problems. Across phases 2 and 3, students do not yet have secure knowledge of multiplication tables and struggle to apply mental calculation strategies confidently. In Phase 3, students demonstrate an advanced understanding of algebraic relationships and geometry. However, the higher-order reasoning skills required to solve complex word problems are less well developed.
- Over the past three years, the school’s internal assessment data indicate that attainment has been consistently Outstanding across all phases. Trends in standardized IBT data indicate consistently Weak attainment in phases 2 and 3. Trends in the Grace Pass data indicate an upward trajectory in Phase 1, with attainment significantly improving from Weak in the AY2022/23 to Very Good in the AY2023/24 and AY2024/25. In Phase 2, the data indicates consistently Weak attainment, and in Phase 3, there is a slight improvement, from Very Weak in the AY2022/23 and AY2023/24 to Weak in the AY2024/25.

- The school's analysis of internal assessment progress data for AY2024/25 indicates that most students across all phases make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards. Standardized IBT assessment data indicate that only a majority of students in phases 2 and 3 make the expected progress.
- In lessons and in their recent work, the majority of students in Phase 1 and the large majority of students in Phase 3 make better than expected progress, while most students in Phase 2 make expected progress in relation to learning objectives aligned with the expected curriculum standards.
- The school's analysis of internal assessment data to evaluate the progress of the different groups of students indicates that boys, girls, and high attainers make Outstanding progress across all phases. Gifted and/or talented students make Outstanding progress in phases 2 and 3. Low attainers make Acceptable progress in Phase 2 and Good progress in Phase 3. Students with additional learning needs, including students of determination, make Outstanding progress in Phase 1 and Good progress in phases 2 and 3. Progress data for low attainers and gifted and/or talented students in Phase 1 are unavailable.

Next Steps:

1. Strengthen students' understanding of measurement accuracy in Phase 1.
2. Improve students' mental mathematics skills to develop a quick recall of multiplication tables in phases 2 and 3.
3. Promote students' higher-order reasoning skills to enable them to solve complex mathematical word problems in phases 2 and 3.

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	Good	Good ↑	Good ↑	Not Applicable
	Progress	Good	Good ↑	Good ↑	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the Philippine National Curriculum standards for science indicates that most students across Phases 1, 2 and 3 attain levels above the curriculum standards.
- Students in Phase 1 do not participate in any external, national or international assessments. The school administers standardized IBT assessments in grades 3 to 9 to benchmark students' attainment in science. Results for the AY2024/25 indicate that students' attainment in Phases 2 and 3 is Weak. The school administers the external Grace Pass assessments to benchmark students' attainment in science in phases 2 and 3. Results for AY2024/25 indicate Acceptable attainment in Phase 2 and Weak attainment in Phase 3. In TIMSS 2023, Grade 4 students achieved a score of 548, above the school target of 547 and the international average of 494. In Grade 8, students achieved a score of 545, below the school target of 574 but above the international average of 478. In PISA 2022, 15-year-old students achieved a score of 545, above the school target of 490 and the international average of 485.
- In lessons and in their recent work, the majority of students across phases 1, 2, and 3 demonstrate levels of scientific knowledge, skills, and understanding that are above the curriculum standards. In Phase 1, students show high levels of curiosity and can observe and describe the characteristics of objects in their environment. However, they rarely engage in independent exploration and find it difficult to explain their understanding using accurate scientific vocabulary. In Phase 2, students demonstrate secure subject knowledge and developed observation, comparison, and sorting skills; nevertheless, they rarely draw conclusions independently. In Phase 3, students show strong scientific knowledge in biology and chemistry and can design and build simple tests to evaluate their predictions. However, experiments are not consistently conducted in a systematic way that fully reflects the scientific method. Across all phases, students' practical scientific skills are less well developed due to limited access to resources and equipment.

- Over the past three years, the school's internal assessment data indicate that attainment has been consistently Outstanding in all phases. Trends of standardized IBT assessment data indicate consistently Weak attainment in phases 2 and 3. In Grace Pass external assessments, data indicate a fluctuation in Phase 2 attainment, improving from Weak in AY2022/23 to Good in AY2023/24, then regressing to Acceptable in AY2024/25. In Phase 3, there is a slight improvement in attainment, from Very Weak in AY2022/23 to Weak in AY2023/24 and AY2024/25.
- The school's analysis of internal assessment progress data for AY2024/25 indicates that most students across phases 1, 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. Standardized IBT data indicate that only a majority of students in phases 2 and 3 make the expected progress.
- In lessons and in their recent work, the majority of students across all phases make better than expected progress in relation to learning objectives aligned with the expected curriculum standards.
- The school's analysis of internal assessment data to evaluate the progress of the different groups of students indicates that boys, girls, and high attainers make Outstanding progress across all phases. Gifted and/ or talented students make Outstanding progress in phases 2 and 3. Low-attaining students make Acceptable progress in Phase 2 and Good progress in Phase 3. Students with additional learning needs, including students of determination, make Outstanding progress in Phase 1, Good progress in Phase 2, and Weak progress in Phase 3. 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 1 are unavailable.

Next Steps:

1. Develop Phase 1 students' competence in explaining their scientific understanding and exploring the world around them.
2. Enhance students' scientific skills in Phase 2, particularly in identifying the main findings and forming conclusions.
3. Strengthen students' practical scientific skills across all phases, ensuring experiments are planned, conducted, and evaluated systematically in line with the scientific method.

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	Good	Acceptable	Good ↑	Not Applicable

Findings:

- Students across all phases demonstrate positive attitudes toward learning, with stronger engagement and ownership evident in Phases 1 and 3. In these phases, most students enjoy learning, participate actively, and take increasing responsibility for their learning. They show growing awareness of their strengths and areas for development and use success criteria to review their work and make improvements. In Phase 2, students remain engaged and can work independently for short periods; however, responsibility for learning is less secure. While they use rubrics to review their work, their understanding of how to improve remains less well-developed.
- Students generally interact positively and work productively in pairs and small groups, sharing ideas and engaging purposefully in learning activities. In the stronger lessons, particularly in Phase 3, students collaborate well, support one another's learning, and communicate their understanding clearly during discussions and presentations. However, the quality of collaboration is not yet consistent, particularly in Phase 2. In some lessons, group roles are unclear, with a small number of students dominating tasks and discussions, which limits equal participation and shared responsibility.
- Students make clear connections between their learning and real-life contexts, particularly in familiar situations linked to life in the UAE. In the stronger lessons, students relate learning across subjects and apply their understanding meaningfully to deepen their comprehension. However, the application of learning across different areas of the curriculum is not yet consistent. In some lessons, cross-curricular links remain limited or superficial, restricting students' ability to transfer learning and develop a more secure, connected understanding of complex concepts.
- Students demonstrate developing critical thinking and problem-solving skills, with stronger practice evident in Phases 1 and 3. In these phases, students generate ideas, ask questions as they explore topics, and show increasing independence in solving problems. In the stronger lessons, students use available learning technologies appropriately to support research, although access and consistency remain variable. In Phase 2, students rely more heavily on teacher direction for research and task completion. Independent learning, innovation, and enterprise skills are less secure, and the use of learning technologies remains limited. As a result, opportunities for students to initiate inquiry, take appropriate risks in learning, and extend problem-solving independently are not yet consistently embedded.

Next Steps:

1. Increase students' ownership of learning in Phase 2 so they can independently identify weaknesses and improve their work.
2. Improve the consistency of effective collaborative learning across all phases and the ability of students to make meaningful and sustained links across subjects and to real-world contexts.
3. Develop students' innovation, enterprise, independent inquiry, and problem-solving skills, particularly in Phase 2, so they initiate research, make decisions, and complete tasks with reduced reliance on teacher direction.

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

Personal Development

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

Findings:

- Across all phases, students display a strong sense of personal responsibility and consistently show positive attitudes toward learning. Students follow class routines and use self-assessment tools to monitor their progress. When given verbal feedback, students respond positively and use it to improve their work. Older students take initiative by arriving early to prepare materials and regulate themselves before assembly. However, some students in Phase 2 are still developing their understanding of the importance of preparedness and taking greater responsibility for their learning.
- Students are frequently self-disciplined and interact well with others, particularly in Phase 3, where students display effective conflict-resolution skills and act as role models. This contributes to a calm and orderly atmosphere across the school where bullying is rare. In a few lessons, students still require some reinforcement from teachers to follow the rules and fully engage in learning.
- Students demonstrate a strong understanding of others' needs and differences and readily support their peers, particularly students with additional learning needs, including students of determination. Student leaders in Phase 3 actively gather student concerns and support younger students in developing friendships. However, similar levels of peer support are variable among younger students. Interactions between students and staff are consistently courteous and respectful, contributing to a strong sense of belonging and an atmosphere conducive to learning.
- Students demonstrate a sound understanding of safe and healthy lifestyles, recognizing the importance of healthy food choices and daily physical activity. They understand the importance of nutrition, exercise, and personal hygiene and apply this knowledge in their daily routines. Students participate actively in activities that promote physical, emotional, and social well-being and demonstrate care for their own safety and that of others. Despite this, some students continue to bring unhealthy snacks to school. Older students explain the importance of sleep and hydration and participate in initiatives that promote well-being.
- Attendance is Outstanding at 99%, and students are usually punctual to school and lessons.

Next Steps:

1. Develop students' self-reliant skills to take greater responsibility for their learning, particularly in Phase 2.
2. Enhance students' leadership and peer-support skills so that positive relationship-building is consistently evident, particularly among young students.
3. Improve students' healthy lifestyle choices across all phases so more students apply health guidance in their daily routines.

Understanding of Islamic values and awareness of Emirati and world cultures

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Not Applicable

Findings:

- Students demonstrate a clear appreciation of Islamic values and recognize how these values shape life and society in the UAE. They show genuine respect for Islamic traditions, reinforced through morning assemblies, daily routines, and participation in school events such as the Prophet’s Birthday and Ramadan initiatives. Many students, especially in the upper grades, can explain how values such as generosity, tolerance, compassion, and community influence their daily lives. However, students in the lower grades still provide more general explanations, and their understanding of how Islamic values are linked to their daily lives is less secure. Students’ understanding continues to strengthen as they progress through the grades.
- Students demonstrate clear knowledge and appreciation of the heritage, culture, and traditions that shape contemporary life in the UAE. They participate in a range of cultural activities such as National Day, Flag Day, and Martyr’s Day, which strengthen their understanding of the elements of national identity. Many students can describe key cultural elements and provide specific examples of Emirati heritage. Across the school, creative displays and heritage corners help reinforce cultural awareness and deepen students’ connection to Emirati traditions and values. While students across all phases engage enthusiastically in school-organized cultural events, they rarely take the initiative to plan or lead cultural activities independently.
- Students across all phases demonstrate a clear understanding and awareness of their own cultural background and proudly share aspects of their culture with peers during assemblies and school events. They take pride in their cultural backgrounds and actively participate in events such as International Day, which help them explore cultural diversity and share traditional clothing, food, and performances. Younger students in Phase 1 contribute by discussing their home countries and family traditions. Students show appreciation and respect for the diverse backgrounds represented in the school and the UAE community. However, their depth of understanding of other worldwide cultures is still developing.

Next Steps:

1. Strengthen students’ understanding of Islamic values and how these values shape everyday life, particularly in the lower grades.
2. Improve students’ initiative and leadership in cultural activities.
3. Broaden students’ awareness of global cultures to learn about cultures beyond their school events.

Social responsibility and innovation skills

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

Findings:

- Students across the phases demonstrate a clear understanding of their responsibilities toward the school community. Leadership opportunities, including the student council and class committees, enable students to express their ideas for improvement. Students participate actively in charitable initiatives, such as volunteering to distribute Ramadan ‘goodie bags’. However, engagement in broader community volunteering remains limited, largely confined to isolated projects involving mainly older students.
- Across all phases, students demonstrate a positive work ethic and high motivation. They demonstrate creative thinking during guided activities and in robotics lessons. Through their participation in clubs and competitions, students demonstrate entrepreneurship and innovation, but these skills are inconsistently developed during regular lessons.
- Students show care for their immediate surroundings and take responsibility for keeping shared spaces clean and tidy. They contribute to sustainability initiatives such as recycling, planting, and simple energy-saving practices. Students show a growing awareness of local and global environmental issues, including pollution, climate change, and conservation, and relate these concerns to their daily actions. Participation in environmental clubs and projects helps develop teamwork, responsibility, and environmentally conscious habits. Older students confidently discuss their aquaponics and biodome projects. While these efforts support conservation within the school and local community, students’ involvement in a wide range of community-based and world environmental initiatives remains limited.

Next Steps:

1. Increase student participation in wider community volunteering across all phases so students contribute regularly beyond school-based initiatives.
2. Improve students’ creativity, innovation, and entrepreneurship consistently within lessons.
3. Extend students’ involvement in environmental and sustainability projects at both local and global levels.

PS3: Teaching and Assessment

Teaching for effective learning

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Acceptable	Good ↑	Not Applicable

Findings:

- In Phase 1, teachers consistently demonstrate secure subject knowledge and apply age-appropriate pedagogical approaches that reflect a strong understanding of how young students learn. Teaching includes play-based and inquiry routines that support exploration and early reasoning. Teachers use a range of hands-on and multisensory activities, including games, music, art, storytelling, and movement, to support effective engagement and learning. Teaching in Phase 3 also reflects secure subject knowledge, with clearer expectations for learning and a more consistent focus on developing understanding. In Phase 2, although teachers demonstrate secure subject knowledge, their knowledge of how students learn best is less consistent. Overall, teaching places limited emphasis on reasoning, inquiry, and independent learning and relies more on procedural explanations, reducing opportunities for deeper conceptual understanding and developing innovation and independent learning skills.
- Teachers plan lessons with clear intentions and manage learning environments effectively in phases 1 and 3, supporting appropriate use of time and resources. In Phase 2, lesson progression and routines are inconsistently defined with clarity, which limits lesson coherence and reduces students' engagement with learning. Resources support learning well in Phase 1. In Phase 2, resources, particularly mathematical manipulatives and practical science equipment, are not yet fully consistent in extending students' understanding. Teachers provide opportunities for students to use digital tools to support learning, particularly in the upper grades.
- In Phase 1, teacher interactions promote curiosity and early inquiry and encourage students to question and explore ideas through guided activities. In Phase 3, interactions include opportunities for explanation and discussion that support understanding. In Phase 2, interactions remain positive; however, questioning is often recall-based and does not routinely extend reasoning or deepen understanding. Across subjects, structured dialogue varies, and opportunities to challenge misconceptions are less evident in Phase 2.
- Teachers use strategies that generally meet the needs of different groups of students; however, their effectiveness varies by subject and phase. In Phase 1, activities allow children to progress at their own pace and support communication and social development through cooperative play, although the consistency of individual support varies. In Phase 3, support is more responsive to learning needs. In Phase 2, support is more reactive and less well-matched to students' learning profiles. Across all phases, extension activities do not consistently provide sufficient challenge for higher-attaining students. In some lessons, scaffolding for students with additional learning needs, including students of determination, is not secure.

- Across phases 1 and 3, teachers provide some opportunities for students to develop critical thinking, problem-solving, innovation, and independent learning; however, these opportunities remain variable. Such practices are more evident in practical subjects, including science and robotics. In Phase 1, inquiry-based approaches promote exploration and investigation, although their implementation is not yet consistent across lessons. In Phase 3, students experience some opportunities to apply reasoning and problem-solving skills, but these are not sustained across subjects. In Phase 2, learning is more frequently teacher-led, resulting in fewer opportunities for students to analyze information, investigate ideas, or apply reasoning independently.

Next Steps:

1. Improve the effectiveness of questioning to promote reasoning, extended student responses, and meaningful dialogue, particularly in Phase 2.
2. Ensure teachers provide appropriate levels of challenge and support to effectively meet the diverse needs of students.
3. Systematically develop opportunities for critical thinking, problem-solving, innovation, and independent learning across all subjects and phases.

Assessment

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Good	Acceptable	Acceptable	Not Applicable

Findings:

- Assessment processes show developing consistency across the school. Alignment with curriculum standards and assessment procedures is more secure in Phase 1. However, variation in rigor across phases 2 and 3 limits the accuracy with which students' attainment and progress are measured. Internal assessments rely heavily on recall and do not consistently require students to demonstrate deeper understanding, reasoning, or the application of learning. Moderation procedures are in place but are still developing. As a result, the reliability of assessment processes in accurately reflecting students' attainment and progress remains inconsistent across phases 2 and 3.
- The school demonstrates a strong commitment to benchmarking students' performance against external, national, and international expectations. THE ACER IBT standardized assessment is used to benchmark students in grades 3-9 in English, mathematics, and science. The school has engaged grades 4 and 8 students in TIMSS 2023 mathematics and science, and 15-year-old students in PISA 2022 international assessments in English, mathematics, and science. The school engages students across all phases in the Grace Pass external assessment to benchmark their attainment in English, mathematics, and science. The school also engages students in phases 2 and 3 in ABT assessments for Islamic education and Arabic as a Second Language. These benchmarks provide relevant reference points for evaluating students' academic outcomes.
- Assessment data is adequately analyzed to identify attainment trends, learning gaps, and overall progress. This provides a general picture of performance; however, the depth and accuracy of analysis vary, with limited triangulation against students' work and external benchmarks. In Phase 1, evidence aligns more closely with students' developmental progress. Although the analysis considers different groups, it does not consistently track progress over time, which reduces its impact on targeted planning and improvement.
- In Phase 1, assessment information effectively guides daily adjustments to activities and provision. In phases 2 and 3, teachers have access to assessment information; however, its adequate use primarily focuses on reporting and broad planning rather than on refining teaching or adapting curriculum content to meet learning needs. Data analysis across the school would benefit from more systematic progress tracking to strengthen planning and more precisely meet the needs of all student groups, particularly high-attaining students. Assessment-for-learning strategies are evident in planning; however, they are not consistently embedded, which limits their impact.
- Teachers demonstrate a reasonable understanding of students' strengths and weaknesses based on shared assessment information. This understanding is more secure in Phase 1, where ongoing observations and checklists support timely adjustment of activities. In phases 2 and 3, inconsistency in internal assessments limits the effectiveness of planning appropriate levels of challenge. Teachers use assessment outcomes to address learning gaps and support students with additional learning needs; however, effectiveness varies across subjects. Marking and feedback are often brief and provide limited guidance for improvement. Rubrics and success criteria are used inconsistently, and while opportunities for self- and peer assessment are planned, they are implemented irregularly, limiting students' involvement in monitoring and improving their learning.

Next Steps:

1. Increase the rigor and consistency of internal assessments, particularly in phases 2 and 3, to ensure accurate measurement of students' attainment and progress.
2. Improve the use of assessment data across Phases 2 and 3 so teaching responds to learning gaps and provides appropriate challenge for all groups of students, particularly high-attaining students.
3. Improve the quality and consistency of feedback, success criteria, and self- and peer-assessment to ensure students clearly understand how to improve their work.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The curriculum has a clear rationale aligned with the UAE national priorities and meets statutory requirements. It follows the National Curriculum of the Philippines and the Ministry of Education curriculum for Arabic-medium subjects. It provides appropriate breadth across subjects. In Phase 1, the balance between knowledge and skills supports learning well. In Phases 2 and 3, the curriculum places greater emphasis on knowledge acquisition and less on skill development. Overall alignment with authorized curriculum requirements is secure.
- Curriculum planning across phases and subjects outlines continuity and progression through established scope and sequence documents, providing clear vertical alignment that enables learning to build appropriately on students' prior knowledge and reinforces key skills in core subjects. Transition arrangements between phases are in place and support most students in moving smoothly through the grades. These structures generally support progression from one phase to the next and adequately prepare students for subsequent stages of learning. However, the transition from Phase 1 to Phase 2 is less well planned. Expectations for knowledge, skills, and learning behaviors are not consistently aligned, and information about students' prior attainment and learning needs is not always used effectively to inform Phase 2 planning. As a result, continuity in learning is variable at the start of Phase 2, and some students require additional time to adjust to increased academic demands and different teaching approaches.
- The school offers a basic curriculum that includes all core subjects aligned with the Philippine National Curriculum and the Ministry of Education (MoE) curriculum, with provision extending only up to Grade 10.
- Cross-curricular links are planned occasionally and are more evident in project-based learning, particularly in STEM and robotics. These opportunities allow some transfer of skills and knowledge between subjects; however, such links are not consistently embedded across the wider curriculum.
- The school conducts periodic curriculum reviews, typically on a termly basis, to ensure adequate provision across subjects and phases and to check alignment with students' learning needs and UAE national priorities. Heads of department evaluate curriculum delivery and gather feedback from staff to inform refinements. These reviews lead to adjustments in content and sequencing, with adaptations made to support a wide range of needs, including students with additional learning needs and students of determination. In Phase 1, these changes support more effective learning. In the upper phases, while reviews appropriately identify areas for improvement, the consistency and rigor of follow-through are still being embedded. As a result, revised plans are implemented with varying levels of consistency across the grades, and the impact of curriculum review on students' learning outcomes remains inconsistent.

Next Steps:

1. Strengthen the planning and implementation of the transition from Phase 1 to Phase 2 to ensure clearer alignment of expectations, more effective use of assessment information, and smoother continuity in students' learning and progression.
2. Embed cross-curricular learning more consistently across the curriculum to support purposeful transfer of skills beyond projects.
3. Increase the impact of curriculum review processes in Phases 2 and 3 to ensure revisions lead to measurable improvements in students' learning outcomes.

Curriculum adaptation

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

Findings:

- The school makes adequate modifications to the curriculum to meet the needs of most groups of students. Teachers adapt materials and activities to ensure lessons are accessible and address the needs of most learners. Specialist support, including Individual Education Plans (IEPs) and adapted assessments for students with additional learning needs, including students of determination, helps to address identified needs. Remedial and enrichment programs are in place to support students in closing learning gaps and extending their learning. Internal and external assessment information is used to inform curriculum adjustments and lesson planning. However, curriculum modification and its implementation are not yet sufficiently robust to meet the specific needs of all groups of students, particularly high-attaining students.
- The curriculum is functional and engages the majority of students, particularly in Phase 1. Open-ended tasks and projects, such as STEM and robotics, add breadth to the curriculum, while participation in competitions, educational visits, and volunteering opportunities enhances students' personal development. However, these opportunities are not yet consistently embedded across all subjects and phases to systematically develop students' enterprise and innovation skills.
- Appropriate learning experiences are integrated across most aspects of the curriculum, enabling students to develop a clear understanding of the UAE's values, culture, heritage, and national identity. Emirati culture is well represented in curriculum planning, lessons, school displays, and events. Students participate actively in national celebrations, cultural events, and community initiatives. These experiences promote pride and a strong sense of belonging. However, while integration is generally effective, it is not yet consistently coherent across all areas of learning.

Next Steps:

1. Ensure curriculum adaptations are applied consistently across subjects to secure effective support and challenge for all groups of students.
2. Embed enterprise, innovation, creativity, and social contribution as regular features of day-to-day learning across subjects and phases.
3. Improve the consistency and coherence of integrating UAE values, culture, heritage, and national identity across all areas of learning.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has effective safeguarding procedures, including child protection, to ensure the welfare and safety of students. Staff at all levels, students, and parents are fully aware of these measures. All staff receive high-quality training with regular updates throughout the year and are clear about their responsibilities. Displays around the school inform students of whom they should approach if they need help. The four members of the safeguarding team have recently undergone the appropriate higher-level training required for their role. Systems are in place to protect students from all forms of abuse, including bullying via social media, which are clearly defined in the anti-bullying policy and the digital use policy, both of which support the school's safeguarding policy and are accessible on the school's website.
- The school campus comprises several teaching blocks within a secure compound. The campus is clean, well-maintained, and provides an adequate environment for learning; however, air-conditioning noise in almost all classrooms disrupts learning. The facilities team responds promptly to repair requests and conducts regular, thorough safety and maintenance checks, supported by specialist testing conducted by third-party contractors. Risk assessments for off-site activities and the use of cleaning materials are appropriate and include clear mitigation measures. Regular safety drills ensure that staff and students are well prepared for emergencies. Arrangements for student supervision across the school, including arrival and dismissal times, are effective and well-organized. School buses are fitted with CCTV systems and equipped with fire extinguishers and first aid kits, and all drivers are appropriately qualified and have received safeguarding training delivered by the school's health and safety lead.
- The school buildings and equipment, though old, are generally well maintained, although deterioration is evident in some areas. All necessary assessments for critical functions are up to date, and maintenance contracts are in place with accredited service providers. Detailed records are kept of all incidents and the follow-up actions taken. Clinic records and other safety documentation are appropriately stored, with clear actions documented. The two qualified health professionals ensure the clinic is well-equipped and provide appropriate medical care for students. The school's health and safety documentation is extensive but remains in paper files.

- The school's premises and facilities provide a generally safe and inclusive physical environment. Accessible toilet facilities are available, and ramps are installed at main access points. However, access to the first floor, where many classrooms and specialist areas are located, remains restricted for students and staff with physical disabilities due to the absence of a lift. The school mitigates this limitation by relocating lessons to the ground floor when required, and evacuation chairs are in place to support students with mobility needs in emergency situations.
- Safe and healthy living is embedded across many aspects of school life and is reinforced through assemblies and workshops delivered by the school nurses. The canteen provides a range of nutritious food options, and fresh drinking water is readily available from fountains across the campus. However, efforts to raise parental awareness of healthy eating have had limited impact, and many students continue to bring unhealthy snacks to school. Younger students have access to climbing equipment during breaks and lunchtimes, while a basketball court is currently the only on-site sports facility. Students are encouraged to be physically active during breaks and lunchtimes by using available spaces for ball games and other physical activities. In addition, a range of sports activities is offered through after-school extracurricular programs.

Next Steps:

1. Establish secure digital systems for safeguarding, health and safety, and risk documentation to improve efficiency, accuracy, and oversight.
2. Improve physical accessibility across the campus to ensure all classrooms are accessible to students with mobility needs.
3. Promote consistent application of the healthy eating policy and strengthen whole-school initiatives that support healthier food choices.

Care and support

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

Findings:

- Staff maintain very positive and purposeful relationships with students, creating a respectful and supportive school climate. Expectations for conduct are clearly communicated and consistently reinforced through routines, assemblies, and reward systems, resulting in courteous, well-mannered, and respectful behavior. Behavior management procedures are well established, clearly understood by staff, students, and parents, and applied effectively, ensuring a safe, orderly, and inclusive environment.
- The school is highly successful in promoting attendance and reducing absences. There are clear school-wide expectations that are consistently applied across the school. Families are supportive of the published attendance and punctuality policies, which result in almost all students arriving at school and lessons on time.
- The school has thorough systems for identifying students with additional learning needs, including students of determination, gifted and/or talented students. Identification is mainly initiated through teacher referrals, supported by internal screening, resulting in 10% of students identified with additional learning needs, including students of determination. The school identified 36 gifted and/or talented students, mainly categorized as demonstrating academic excellence, although this is not specifically defined or understood by all teachers.
- The school provides appropriate support for most students with additional learning needs, including students of determination and those who are gifted and/or talented. Individual Education Plans (IEPs) are developed by the Special Educational Needs Coordinator (SENCO), and support is delivered by learning support assistants through a combination of pull-out and push-in sessions. However, support for students with additional learning needs, including students of determination, within mainstream lessons is not always sufficiently personalized or consistently aligned with the targets outlined in their IEPs. In addition, provision for gifted and/or talented students is largely offered through end-of-day enrichment activities, rather than through consistently challenging learning experiences that extend their progress within lessons.
- Students' well-being and personal development are routinely monitored by five members of the well-being team who are proactive in identifying needs and providing appropriate personal support and counselling. Career guidance is provided regularly to students in Phase 3, where they are surveyed about their interests in further studies and future career pathways.

Next Steps:

1. Improve teachers' understanding of the process and categories of identifying gifted and talented students.
2. Enhance the support provided to students with additional learning needs to ensure it is aligned with their targets outlined in IEPs.
3. Increase the level of challenge and enrichment provided to gifted and/or talented students in lessons.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Acceptable

Findings:

- The senior leadership team, led by the principal, demonstrates firm commitment to school improvement while supporting UAE national priorities and inclusion. Most leaders, including the principal, provide clear direction that reflects Emirati values and a strong commitment to inclusion, aligning closely with the UAE National Agenda priorities. They have strengthened the identification process and support for students with additional learning needs, including students of determination. The principal communicates a clear vision aligned with sustainability, tolerance, and the promotion of the UAE identity.
- Senior and middle leaders demonstrate an adequate understanding of the curriculum and of effective teaching and learning practices. Nevertheless, leaders' understanding of effective assessment procedures, particularly those that generate accurate assessment data and inform planning, is inconsistent. As a result, the use of assessment to evaluate performance, judge impact, and hold teams accountable is adequate. The principal and senior leaders place a clear priority on sharing effective practice and providing support to staff to strengthen teaching and learning. However, their influence on students' achievement varies across subjects and phases.
- A professional and collegial climate, underpinned by positive relationships, supports effective communication and contributes to generally strong staff morale. The principal delegates leadership responsibilities appropriately to strengthen teaching, learning, and assessment across subjects and phases, and leaders demonstrate a clear understanding of their roles and responsibilities. However, while initiatives are introduced with clear intent, the monitoring of their implementation and impact is not always sufficiently systematic or rigorous. As a result, the extent to which these initiatives lead to sustained improvement in classroom practice and students' outcomes is variable.
- Senior leaders recognize areas that require further improvement to raise standards. This includes developing middle leaders to make more accurate judgements about teaching quality, with a clearer focus on students' achievement and the use of data. Leaders acknowledge the need to improve the accuracy and use of assessment information when evaluating attainment and progress. Overall, leaders demonstrate sufficient capacity to secure further improvement.
- Leaders have improved some aspects of the school while maintaining the level of overall performance. Despite challenges in staff retention, care and support for students remain effective. Accountability is shared but remains underdeveloped due to the inconsistent reliability of assessment data. Attainment and progress improved in some subjects in Phases 1 and 3, and leaders ensure compliance with statutory requirements.

Next Steps:

1. Strengthen middle leaders' understanding of effective teaching with a focus on students' achievement and consistency across subjects and phases.
2. Ensure leaders strengthen the evaluation of performance, judgements of impact, and accountability decisions based on reliable assessment information.
3. Increase the consistency and depth of leadership monitoring to ensure that school improvement initiatives lead to sustained improvements in teaching and learning.

School self-evaluation and improvement planning

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

Findings:

- Self-evaluation draws on a range of evidence, including internal and external assessment data and feedback from staff, students, and parents at key stages of the process, enabling leaders to develop an adequate understanding of the school's strengths and areas for improvement. However, self-evaluation relies predominantly on internal data and does not consistently draw on external benchmarking or sufficiently rigorous analysis of wider evidence. As a result, the accuracy and robustness of the evaluation findings vary.
- The monitoring of teaching and learning is systematic and led by both senior and middle leaders. It includes learning walks and regular classroom visits, which provide teachers with feedback, though areas for development are not always clear. Observation tools include relevant criteria, but monitoring focuses more on the quality of teaching than on its impact on students' achievement.
- The school improvement plan, informed by the self-evaluation process, identifies relevant areas for development and outlines appropriate actions, including responses to previous inspection recommendations. Responsibilities and review timelines are clearly defined; however, the intended outcomes and impact success criteria are not consistently precise or measurable, which limits clarity in how progress and success are evaluated.
- The school has addressed most of the recommendations from the previous inspection report, and has made progress in several areas, with continued work underway to ensure these improvements become fully consistent across the school.

Next Steps:

1. Refine the self-evaluation process to ensure sharper analysis of evidence and clearer identification of priorities linked to students' achievement.
2. Strengthen monitoring of teaching and learning to focus more explicitly on the impact of teaching on students' achievement.
3. Clarify intended outcomes and success measures within the school improvement plan to enable leaders to evaluate impact more precisely.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

- The school engages parents as partners in their children's learning and school life. Parents support learning at home with homework and projects. Parents participate in school celebrations, including events that promote Filipino and UAE heritage, values, and culture. The school seeks parents' views through regular surveys and formal and informal meetings, which are taken into account when shaping the school improvement priorities. However, there remains a scope to further strengthen this involvement with more consistent engagement of parents as active partners in decision-making processes and school improvement planning.
- The school uses a wide range of communication channels, including SMS and WhatsApp messages, phone calls, and face-to-face meetings to keep parents updated about their children's learning and development. The Parent-Teacher Council provides an additional forum for parents to communicate and express their views. Survey responses show that parents are highly satisfied with the regularity and clarity of communication. Parents of students with additional learning needs are routinely updated to ensure they remain partners in supporting their child's progress.
- Reporting on students' academic progress and personal development takes place at the end of each term. Reports provide overall subject grades for all subjects studied and include information on students' personal growth. However, reports do not consistently include clear details on individual students' strengths, areas for development, or next steps in learning. Parents of students with additional learning needs, including students of determination, receive more frequent updates that outline progress toward meeting individual learning goals.
- The school's partnerships with local, national, and international organizations appropriately support students' social contribution. Collaborations with organizations such as Medeor and Al Ahalia hospitals, the Red Crescent, and a range of charitable initiatives help deepen students' understanding of community service and social responsibility. A partnership with a local company supports the school's well-being program, while links with local and international colleges and universities contribute positively to students' academic and personal development. However, partnerships with a broader range of local, national, and international partners, including other schools, are not yet sufficiently broad or sustained to consistently have a strong impact on students' learning and personal development.

Next Steps:

1. Extend parental involvement beyond surveys and meetings to ensure broader and more regular input into school improvement planning and decision-making.
2. Develop reporting practices to provide clearer information about students' learning strengths, areas for development, and progress over time.
3. Broaden partnerships with local, national, and international organizations to strengthen their impact on students' learning and social contribution.

Governance

Performance Indicator	Quality judgement
Governance	Acceptable

Findings:

- The Governing Board includes representation from most key stakeholder groups, including parents and the school owner. Representation from staff, students, and the wider community is planned but not yet implemented. This level of participation, supported by occasional parent surveys and school visits, enables the Board to develop a general understanding of the school's performance and priorities. The Board meets regularly and discusses students' performance; however, members do not yet engage sufficiently in the direct analysis of performance data to reach independent, evidence-informed judgments about the school's effectiveness.
- The Governing Board periodically monitors the school's actions and holds senior leaders accountable for students' academic achievement and personal and social development through progress reviews and data analysis. When visiting the school, board members observe lessons, speak with students, teachers, and parents to evaluate the quality of provision. Governors recognize the need for more formal procedures to hold the senior leaders accountable for the school's performance.
- The Governing Board exerts some influence on the school's leadership and direction, providing strategic guidance and endorsement of decisions. It ensures that staffing is appropriate and that teachers have access to relevant professional development. Resources for teaching and learning are allocated appropriately to address areas identified for improvement. The Board works closely with the principal to ensure all statutory requirements are met; however, the school would benefit from stronger governance oversight to ensure teaching resources are used effectively to improve student outcomes. Overall, the Governing Board's involvement has a developing impact on the school's performance and capacity for improvement.

Next Steps:

1. Formalize governance accountability procedures to ensure systematic evaluation of senior leaders' impact on students' academic, personal, and social outcomes.
2. Strengthen the Governing Board's direct engagement with performance data and the use of structured evidence during governor monitoring visits to sharpen the evaluation of teaching quality and curriculum provision.
3. Expand mechanisms for stakeholder representation to ensure more consistent and balanced input into governance decision-making.

Management, staffing, facilities and resources

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

Findings:

- The school's day-to-day management is well-established. Clear procedures and routines support consistent operation and contribute positively to students' academic achievement and personal development. Timetabling is effective and ensures lessons start on time, which reduces unnecessary transitions and loss of learning time. Leaders maintain a visible presence throughout the school, promoting a calm and orderly learning environment.
- The school is adequately staffed with suitably qualified teachers. Staff receive regular professional development from school leaders and external providers, aligned with school priorities. Departments meet routinely to address training needs and share effective practices. This has increased consistency in teaching approaches; However, the impact of professional development on improving teaching quality and raising students' achievement is not yet consistently evaluated or embedded to ensure sustained improvement over time.
- The premises are adequate, although aging, provide a generally suitable environment for teaching and learning. Specialist facilities, including the library, science laboratories, and physical education spaces, require further enhancement to fully meet curriculum requirements. Classrooms are appropriately sized and equipped with smartboards; however, some classrooms and specialist areas are not fully accessible due to stepped access and the absence of a lift. In addition, air-conditioning units in most classrooms are noisy and can disrupt learning. While the large, shaded outdoor play areas provide ample space for recreation, not all areas are shaded, which limits students' comfort and well-being, particularly during warmer periods.
- The school has sufficiently expanded its range of learning resources, particularly technology, which is beginning to support teaching more effectively. Access to practical equipment remains limited, especially in mathematics and science. As a result, teachers rely heavily on worksheets, which restricts opportunities for investigative and practical learning.

Next Steps:

1. Strengthen the evaluation of professional development to ensure it leads to clear and measurable improvement in classroom practice and students' learning outcomes.
2. Improve the quality and suitability of specialist facilities, including the library, science laboratories, and physical education spaces, to ensure full alignment with curriculum requirements.
3. Expand the availability and use of practical learning resources, particularly in mathematics and science, to reduce over-reliance on worksheets and support investigative learning.

If you have a question or wish to comment on any aspect of this report, please contact

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