

Irtiqa'a School Inspection

AY 2025/26









German International School

Rating: Very Good

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School Information

General Information	
 Name	German International School
 Esis Number	9048
 Location	63, Al Faddan St, Al Manhal, Abu Dhabi, 20043
 Website	https://gisad.ae/
 Telephone	026668668
 Principal	JUHA ANDREAS ROTHFRITZ
 Inspection Dates	21 to 23 Oct 2025
 Curriculum	German

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	427
Number of Emirati students	72
Number of students of determination	0
Largest nationality group of students	Germany - UAE - Egypt

Information On Teachers

Number of teachers	59
Nationalities	Germany - Austria - Egypt
Number of teaching assistants	10

Changes since the previous inspection

Since the last inspection in November 2021, the school has sustained an overall performance at a Very Good level.

In Arabic medium subjects, students' achievement has improved overall, particularly in Arabic as a First Language and Islamic Education, with no regression across subjects. In Arabic as a First Language, students' achievement in Phase 1 was not evaluated in the previous inspection; it is evaluated in this inspection at Very Good. Achievement has improved from Good to Very Good in Phase 2 and remains Very Good in phases 3 and 4. In Islamic Education, achievement has improved from Good to Very Good in Phase 3 and remains Very Good in phases 2 and 4. Achievement in phases 2 and 3 remains Good in Arabic as a Second Language and Very Good in Social Studies. Across all Arabic-medium subjects, these outcomes are supported by teachers' secure subject knowledge and clear explanations, along with effective use of resources and structured questioning that promote engagement and ongoing assessment, even though opportunities for challenge and independent learning are not yet consistently varied.

In English-medium subjects, there is a variation in the changes since the previous inspection, with progress improving in Phase 2 in English and mathematics, while there is a regression in mathematics in phases 3 and 4, and in Phase 4 in science. In English, achievement has improved from Good to Very Good in Phase 1, and in Phase 2, while attainment remains Good, progress has improved to Very Good, and achievement remains Very Good in phases 3 and 4. These improvements are supported by teachers' strong subject knowledge and effective use of Content and Language Integrated learning strategies; however, inconsistent challenges for higher attainers and variable lesson planning limit further improvement. In mathematics, attainment remains Very Good in Phase 1 and Good in Phase 2; however, it has regressed from Very Good to Good in phases 3 and 4. Although progress remains Very Good in all phases, except in Phase 2, where it has improved from Good to Very Good, higher attainers are still not consistently extended, as questioning and task design often target the middle group. In science, achievement remains Very Good in phases 1, 2, and 3 but has regressed from Outstanding to Very Good in Phase 4. This decline reflects the increased intake of Phase 4 students requiring additional support with German language comprehension, combined with limited access to laboratory resources.

Across the school, students' learning skills continue to be judged as Very Good, as they are highly engaged, collaborate purposefully, and increasingly take responsibility for their learning as they progress through the phases. They make meaningful cross-curricular connections, apply skills confidently and demonstrate growing independence, critical thinking, and the ability to present and communicate ideas effectively using a range of media.

Students' personal and social development and their innovation skills were not evaluated at the time of the last inspection. Students' personal development and their social responsibility and innovation skills are now judged as Very Good, as they frequently show positive attitudes, self-discipline, respect, and growing independence, actively contribute to school and community initiatives, and engage in creative and environmentally focused activities. Their understanding of Islamic values and awareness of Emirati and world cultures is judged as Good as they demonstrate clear appreciation of Islamic and Emirati heritage, but their understanding of other world cultures and the historical influence of Islamic values remains developing.

Teaching and assessment remain Very Good across phases, as teachers demonstrate strong subject knowledge, plan engaging lessons, and apply effective strategies such to deepen students' understanding and language development. Positive teacher–student relationships, purposeful questioning, and regular use of formative assessment contribute to very effective learning environments. Assessment systems remain consistent and coherent, with internal processes well-aligned to curriculum standards, external benchmarks used appropriately, and data analyzed systematically to track progress and inform teaching.

Performance standard 4, pertinent to curriculum design and implementation and curriculum adaptation was not evaluated at the time of the previous inspection. Curriculum design and implementation is now judged as Very Good across phases, as the school provides a coherent, well-sequenced program aligned with the Thuringia and KMK frameworks, ensuring continuity, breadth, and progression. Curriculum adaptation is judged as Good, reflecting effective modifications to meet the needs of the international student body, including differentiated materials, targeted language support, and the integration of UAE values and sustainability themes.

The school's provision for health and safety remains Outstanding, supported by robust safeguarding procedures, regular staff training, comprehensive risk assessments, strong supervision and well-maintained facilities. The provision for care and support continues to be Very Good, reflected in positive staff–student relationships, and systematic identification and support for students with additional learning needs and language challenges.

All aspects of leadership and management remain Very Good. The leadership of the school has a clear, inclusive vision supported by strong teamwork and high expectations. Self-evaluation is rigorous and evidence-based, and improvement planning is coherent and linked to identified priorities. Effective parental engagement, active governance, and very well-organized day-to-day operations further support a calm, purposeful environment that sustains continuous improvement.

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

As a German language school, GISAD does not participate in TIMSS or PISA international benchmarks. The school follows the German educational framework established by the Kultusministerkonferenz (KMK), which aligns with international standards and incorporates competencies relevant to PISA.

Performance in standardized and international assessments

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

Standardized Assessments

As a German language school, GISAD does not administer standardized assessments.

International Assessments: TIMSS, PISA, PIRLS

As a German language school, GISAD does not participate in TIMSS, PISA, or PIRLS.

Reading

Leaders at the German International School Abu Dhabi (GISAD) demonstrate a strong commitment to multilingual literacy development as part of the school's strategic vision. Reading is embedded across programs, including the GOLD Program (German Opportunities for Language Development) for Emirati students, the Antolin reading platform, and seasonal reading competitions engaging all phases. Leadership has invested in digital platforms and inclusive reading strategies, ensuring that librarians collaborate with teaching staff to support guided reading, vocabulary development, and comprehension. While reading is integrated into subject teaching, there is currently no school-wide reading-for-pleasure plan, presenting an opportunity to unify efforts and increase engagement across all grades.

The Mediothek serves as a welcoming, well-resourced hub for multilingual reading and research. It houses over 8,200 books, including 6,967 fiction and 1,267 non-fiction titles in German, English, Arabic, and French, with age-appropriate resources for KG through secondary phases. Comfortable seating, thematic media baskets, and dedicated research areas foster engagement, while digital tools such as iPads and interactive boards support independent learning and comprehension. Books are labelled by reading level and Antolin category, enabling guided progression and independent choice. Weekly guided visits for Phase 2 students and structured sessions for KG students nurture early literacy, while senior students utilize the space for research and independent study. Digital access in languages other than German is developing, with platforms such as Arabic Madrasa, Einfach Vorlesen, and Onilo currently in use.

Reading progress is tracked from Grade 3 onwards using Antolin and summative assessments, supplemented by diagnostic tools such as ELFE and HSP for German, and internal assessments for Arabic and English. Differentiated support is provided for students in the German as a Foreign Language (DaF) program, the English Intensive Program (EIP), and the Arabic Intensive Program (AIP), with adapted materials and levelled readers. Seasonal reading challenges and cross-age mentorship programs foster engagement and monitor habits informally. While reading is embedded across subjects, the lack of a unified reading-for-pleasure strategy across phases limits the overall impact. Plans to expand digital offerings and integrate Arabic and English texts into platforms such as Antolin demonstrate a positive trajectory.

Teachers receive targeted professional development in language support strategies, including DaF and CLIL contexts. Instruction is supported through collaborative planning with library staff, differentiated materials, and the use of iPads and interactive boards. The Mediothek provides thematic baskets and cross-curricular resources to support classroom instruction. While pedagogy is shared across departments, the school continues to enhance critical thinking and innovation in reading instruction, particularly in Phase 2. Whole-school strategies and shared approaches are under development to ensure consistency and impact.

GISAD actively involves parents in promoting reading at home and at school. Regular newsletters, take-home reading lists, and holiday reading programs support home literacy practices. The Mediothek is accessible to parents for borrowing books and engaging with multilingual resources. Parent Café Mornings provide workshops, guest speakers, and resource sharing, while initiatives such as Lesepaten (Reading Mentors) and planned parent-led sessions in Phase 1 further enhance parental involvement. However, sustaining home-school reading continuity and embedding parent participation in early literacy routines remain areas for further development.

Strengths of the school

- Students achieve very well across most subjects and phases, supported by sustained high standards and a clear strategic direction from senior leaders and governors.
- Strong subject knowledge, positive relationships, and effective classroom routines enable teachers to create calm, purposeful learning environments where students are highly engaged and make very good progress.
- The curriculum is coherent, well-sequenced, aligned with German frameworks, and enriched with UAE values, cultural learning, extracurricular opportunities, and career guidance.
- Assessment systems in Phases 2–4 are robust, with effective moderation and analysis that inform planning, track progress, and support learners of most abilities.
- Health, safety, and child protection systems are exemplary, and pastoral care and inclusion provision ensure that students' academic, social, and emotional needs are well supported.
- Parents and governors are strong partners in the school's development, and very effective day-to-day management ensures a safe, well-maintained, and positive environment where students thrive.

Key Recommendations

1. Raise students' attainment and progress to consistently Very Good or more across all subjects and phases by:

- strengthening subject-specific skills, including Qur'an application in Islamic Education; expressive reading, extended writing, and vocabulary in AFL; and accurate use of standard Arabic in ASL.
- improving students' fluency, comprehension, and analytical skills in English, Arabic, and Social Studies, ensuring they can apply learning confidently in real-life and global contexts.
- deepening conceptual understanding in mathematics and science through more independent problem-solving, enquiry, experimentation, and accurate use of subject terminology.
- extending students' critical thinking, innovation, and reflective and independent learning for all students across subjects.

2. Further improve the quality of teaching, assessment, and curriculum provision by:

- ensuring consistent and effective use of assessment information so learning is accurately differentiated and meets the needs of all groups of learners.
- providing greater challenge and varied learning experiences, particularly in Arabic-medium subjects and for higher attainers across phases.
- refining curriculum design and adaptation to provide stronger progression, innovation, and cross-curricular application of skills.
- expanding opportunities for critical thinking, problem-solving, and dialogue across all phases and subjects.
- ensuring all identified students have Individual Education Plans that are fully implemented, monitored, and reviewed across all phases.
- enhancing in-class support and challenge, ensuring teachers consistently adapt tasks for both lower attainers and high attainers.
- establishing robust assessment and reporting systems in KG, including cohort-level tracking and comprehensive staff training on assessment practices.

3. Further strengthen leadership and governance by:

- enhancing lesson monitoring systems to align with the UAE inspection framework while building leadership capacity through targeted professional development, mentoring, and collaborative practices.
- enhancing governance through stronger assessment and quality assurance oversight, while ensuring leaders have dedicated time to monitor teaching and learning.
- expanding specialist staffing and collaboration across inclusion, DaF/EIP, counselling, and classroom teachers to ensure consistent provision.
- improving facilities and resources to align with curriculum requirements and support high-quality teaching and learning.

Overall School Performance: Very Good

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

Learning Skills	Very Good	Very Good	Very Good	Very Good
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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	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good

PS3: Teaching and Assessment				
	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Very Good	Very Good ↑	Very Good	Very Good
Assessment	Very Good	Very Good ↑	Very Good	Very Good

PS4: Curriculum				
	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
Curriculum adaptation	Good	Good	Good	Good

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very Good	Very Good	Very Good	Very Good

PS6: Leadership and Management

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

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The school's analysis of internal assessment data for the AY2024/25 against MoE curriculum standards for Islamic education indicates that most students in phases 2, 3 and 4 attain levels that are above curriculum standards.
- There are no external national or international assessments for Islamic Education in any phase.
- In lessons and their recent work, the large majority of students in phases 2, 3, and 4 demonstrate knowledge of the Holy Qur'an and Hadeeth, Seerah (life of the Prophet PBUH), and the Islamic values and principles that are above the MoE curriculum standards. In Phase 2, students can recite short Surahs from the Holy Qur'an and demonstrate a clear understanding of the elements of belief in Islam. In Phase 3, students demonstrate strong skills in inquiry, analysis and explanation through researching Islamic personalities, sequencing historical events, and drawing conclusions about values, practices and impacts on Islamic life. They explain Islamic rulings and practices, such as purification and prayer, and interpret the meanings and implications of selected Hadith, showing clear understanding of purpose and application. In Phase 4, students demonstrate secure application of Tajweed rules and explain the general meanings of Qur'anic verses. However, in phases 3 and 4, Qur'anic skills, particularly the accurate, fluent reading and memorization of Ayat, and consistently linking historical and moral learning to supporting evidence from the Holy Qur'an and Hadith is an area for improvement.
- Over the past three years, internal assessment data indicates that trends in attainment have remained consistently Outstanding in phases 3 and 4. In Phase 2, attainment has fluctuated, declining from Outstanding in AY2022/23 to Very Good in AY2023/24, before improving to Outstanding in AY2024/25.

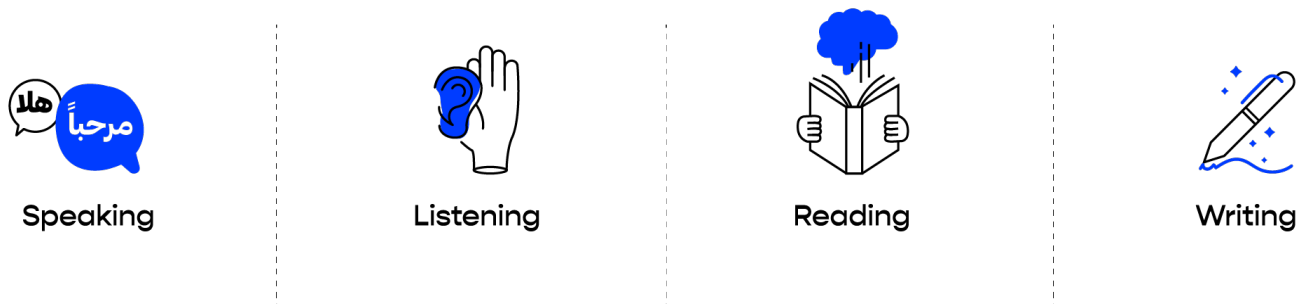
- The school's analysis of internal assessment data for the AY2024/25 indicates that most students in phases 2 and 3 make the expected progress, while the large majority of students in Phase 4 make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards.
- In lessons and their recent work, the large majority of students in phases 2, 3 and 4 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school's analysis of internal assessment data to track the progress of the different groups of students indicates that boys and girls make Acceptable progress in phases 2 and 3, and Very Good progress in Phase 4. While Emirati students also make Acceptable progress in phases 2 and 3, they make Good progress in Phase 4. Low attainers make Outstanding progress in Phase 4, while high attainers make Outstanding progress in phases 2 and 3. There is no available data to measure the progress of high attainers in Phase 3, low attainers in phases 2 and 3, and students with additional learning needs, including students of determination in phases 2 and 3. No gifted and talented students are currently identified across any phase of the school.

Next Steps:

1. Strengthen students' accuracy, fluency and memorization of selected Qur'anic Ayat, particularly in Phases 3 and 4.
2. Improve students' ability, especially in Phases 3 and 4, to consistently link historical, moral and practical learning to relevant evidence from the Holy Qur'an and Hadith.
3. Extend students' ability to apply their secure understanding of Islamic concepts by interpreting Qur'anic verses and Hadith in context, with a clearer focus on evidential reasoning and justification.

Arabic as a first language

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



Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a first language	Attainment	Very Good	Very Good ↑	Very Good	Very Good
	Progress	Very Good	Very Good ↑	Very Good	Very Good

Findings:

- The school's analysis of internal assessment data for the AY2024/25 against MoE curriculum standards for Arabic as a first language indicates that a large majority of students in Phase 2, a majority of students in Phase 3, and most students in Phase 4 attain levels that are above curriculum standards. In Phase 1, students' attainment in Arabic as a First Language is measured against age-appropriate curriculum standards and developmental expectations.
- There are no external national or international assessments for Arabic as a first Language in any phase.
- In lessons and their recent work, a large majority of students in all phases demonstrate listening, understanding, comprehension, speaking and reading skills that are above curriculum standards. In Phase 1, students demonstrate secure early literacy skills through accurate letter recognition, phonemic awareness and controlled letter formation, although a few demonstrate less accuracy when applying these skills independently. In Phase 2, students identify linguistic forms correctly, analyze simple sentence structures and transform fragments into complete sentences; reading skills are strong. There is, however, scope to improve the consistency of using Standard Arabic orally. In Phase 3, students demonstrate strong analytical reading skills alongside developing extended writing skills that show clear structure and coherence; however, the accuracy of using grammatical rules in reading and writing, and sustained use of Standard Arabic in speaking can be further improved. In Phase 4, students produce coherent texts with clear organization and purposeful links to authentic contexts, while further improvement can be made in fluent expressive reading and oral communication using Standard Arabic.
- Over the past three years, the school's internal assessment data indicates that attainment in Phase 4 has remained consistently Outstanding, while trends in phases 2 and 3 have fluctuated. In Phase 2, attainment declined from Very Good in AY2022/23 to Good in AY2023/24 before improving to Very Good in AY2024/25. In Phase 3, attainment improved from Good in AY2022/23 to Very Good in AY2023/24 but declined back to Good in AY2024/25.

- The school's analysis of internal assessment data for the AY2024/25 indicates that most students in phases 2 and 3 make the expected progress, while the majority of students in Phase 4 make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards. In Phase 1, students' individual progress is measured against expected age-related developmental stages.
- In lessons and their recent work, the large majority of students in all phases make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school's analysis of internal assessment data to track the progress of the different groups of students indicates that boys and girls make Acceptable progress in phases 2 and 3, and Good progress in Phase 4. While Emirati Students also make Acceptable progress in phases 2 and 3, they make Outstanding progress in Phase 4. Both low and high attainers make Outstanding progress in Phase 2. There is no available data to measure the progress of low and high attainers in phases 3 and 4, and students with additional learning needs, including students of determination in phases 2 and 3. No gifted and talented students are currently identified across the phases of the school.

Next Steps:

1. Strengthen students' consistent use of standard Arabic in spoken language across all phases.
2. Strengthen students' accuracy in applying grammatical rules during reading and writing, especially in Phase 3.
3. Further develop students' fluent and expressive reading skills, particularly in phases 2 and 4.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the MoE curriculum standards for Arabic Second Language indicates that the majority of students in Phase 2 and most students in Phase 3 attain levels that are above curriculum standards.
- There are no external national or international assessments for Arabic as a second language in any phase.
- In lessons and their recent work, the majority of students in phases 2 and 3 (Grade 5) demonstrate levels of listening, understanding, comprehension, and reading that are above curriculum standards. Students show a clear understanding of Standard Arabic. They read and write familiar words related to their surroundings and form simple sentences relevant to daily contexts. Older students are able to read and comprehend age-appropriate texts. However, their ability to use the language effectively in contextual conversations and extended writing are less well developed. A few younger students also experience difficulty writing in the correct direction.
- Over the past three years, the school's internal assessment data indicates a downward trend in Phase 2 as attainment declined from Outstanding in AY2022/23 to Very Good in AY2023/24 and further to Good in AY2024/25. In Phase 3, attainment fluctuated, decreasing from Very Good in AY2022/23 to Good in AY2023/24 and then improving to Outstanding in AY2024/25.
- The school's analysis of internal assessment data for the AY2024/25 indicates that most students in phases 2 and 3 make the expected progress over time from their starting points at the beginning of the academic year and against curriculum standards.
- In lessons and their recent work, the majority of students in phases 2 and 3 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school's analysis of internal assessment data to track the progress of the different groups of students indicates that boys and girls make Acceptable progress in phases 2 and 3, whereas high attainers make Weak progress in Phase 2. There is no available data to measure the progress of high attainers in Phase 3, low attainers, students with additional learning needs, including students of determination. No gifted and talented students are currently identified across any phase of the school.

Next Steps:

1. Strengthen students' ability to use the language effectively in contextual conversations.
2. Improve accuracy in directional writing, particularly in the lower grades.
3. Develop students' extended writing skills 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	Very Good	Very Good	Not Applicable
	Progress	Not Applicable	Very Good	Very Good	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY2024/25 against MoE curriculum standards for UAE Social Studies indicates that most students in phases 2 and 3 attain levels that are above curriculum standards.
- There are no external national or international assessments for UAE Social Studies in any phase.
- In lessons and their recent work, a large majority of students in phases 2 and 3 demonstrate levels of knowledge and skills that are above the MoE curriculum standards. Students demonstrate understanding of the UAE's union, leadership vision, and national identity. In Phase 2, they show strong awareness of social responsibility and historical development. However, they are less able to relate these concepts to broader societal contexts or connect them to the underlying Islamic values shaping the UAE community. In Phase 3, students understand key concepts related to national development and sustainability, though they are less able to make meaningful connections between their learning and the UAE's strategic vision for human and economic growth.
- Over the past three years, the school's internal assessment data indicates that trends in attainment have been consistently Outstanding in phases 2 and 3.
- The school's analysis of internal assessment data for the AY2024/25 indicates that a large majority of students in Phase 2 and a majority of 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 their recent work, a large majority of students in phases 2 and 3 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 track the progress of different groups of students indicates that while in Phase 2, boys and girls make Very Good progress, in Phase 3, girls make Very Good progress, and boys make Acceptable progress. Emirati students make Good progress in Phase 2 and Acceptable progress in Phase 3. Both low and high attainers make Outstanding progress across both phases. There is no available data to measure the progress of students with additional learning needs, including students of determination. No gifted and talented students are currently identified across any phase of the school.

Next Steps:

1. Strengthen students' ability to relate UAE social and historical concepts to broader societal contexts.
2. Develop students' understanding of how Islamic values underpin the UAE community.
3. Enhance students' capacity to link national development and sustainability concepts to the UAE's strategic vision.

English

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



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Very Good ↑	Good	Very Good	Very Good
	Progress	Very Good ↑	Very Good ↑	Very Good	Very Good

Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the German State of Thuringia Curriculum standards for English indicates that most students in phases 2 and 3, and a large majority of students in Phase 4, attain above the curriculum standards. In Phase 1, individual attainment levels are measured against expected age-related developmental stages.
- There are no external national assessments for English in phases 1 and 2, and no international assessments in any phases. The school administers the National Vera Kompetenz Test for English in grades 6 and 8, and results for the AY2024/25 indicate Acceptable attainment in Phase 3. As part of the Mittlerer Schulabschluss (MSA), the school administers the English-Zentrale Klassenarbeit assessment in Grade 10 to benchmark students' attainment in English. Results of the student who participated in the assessment indicate levels of attainment that are above curriculum standards.
- In lessons and their recent work, a large majority of students in phases 1, 3, and 4, and the majority of students in Phase 2, demonstrate levels of skills that are above the curriculum standards. In Phase 1, students demonstrate strong listening skills, secure understanding of main ideas, and the ability to sequence events, identify key vocabulary, and respond accurately to questions, often using short but relevant answers. Higher-attaining students show very strong engagement, offering extended commentary, explaining ideas clearly and supporting peers' understanding. While a few students contribute less frequently to discussions, their listening and comprehension remain secure. Phase 2 students read short texts fluently and demonstrate comprehension, although expressive reading and independent writing are still developing. Listening and small-group discussion skills are strong, with increasing use of subject-specific vocabulary. Phase 3 students engage with a range of texts, make notes, identify literary features, and show emerging paragraph structure and extended writing skills. Students contribute clearly and appropriately in speaking and listening tasks, and they increasingly cite textual evidence. Original writing and vocabulary use remain developing. Phase 4 students lead discussions, engage in debates, and produce extended analytical writing with emerging critical insight. Creativity is evident in narrative and poetry work. For some, sustaining extended writing remains a developing feature.

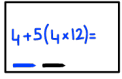
- Over the past three years, the school's internal assessment data indicate fluctuating trends in English attainment in phases 2 and 3, declining from Outstanding in AY2022/23 to Very Good in AY2023/24, and improving again to Outstanding in AY2024/25. In Phase 4, attainment remained consistently Very Good over the past three years. Attainment in the National Vera Kompetenz Test for English in grades 6 and 8 has remained Acceptable over the past three years. Similarly, results in the English-Zentrale Klassenarbeit assessment in Grade 10 have been consistently Outstanding over the same period.
- The school's analysis of internal assessment data for the AY2024/25 indicates that most students in phases 2, 3, and 4 make the expected progress over time from their starting points at the beginning of the academic year and against curriculum standards. In Phase 1, students' individual progress is measured against expected age-related developmental stages.
- In lessons and their recent work, the large majority of students in all phases make better than expected progress in relation to appropriate lesson objectives aligned with the German State of Thuringia Curriculum standards.
- The school's analysis of internal assessment data to track the progress of different groups of students indicates that while boys and girls make similar Acceptable progress in phases 2 and 3, in Phase 4, girls make Good progress, and boys make Acceptable progress. Emirati students also make Acceptable progress in phases 2 and 3, however their progress is Weak in Phase 4. The progress of high attainers is Outstanding across all phases; whereas, progress for low attainers is Acceptable in Phase 2 and Good in Phase 3. No low attainers are currently identified in Phase 4. There is no data available to measure the progress of additional learning needs, including students of determination. No gifted and talented students are currently identified across any phase of the school.

Next Steps:

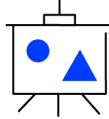
1. Develop students' oral communication skills, including presenting ideas confidently using full sentences in Phase 1 and using a broader vocabulary in phases 2 and 3.
2. Enhance students' reading fluency, intonation, and expression across a range of texts in phases 2 and 3.
3. Raise the quality and consistency of extended writing across all phases by ensuring students independently sustain ideas, structure paragraphs effectively and develop analytical responses.

Mathematics

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



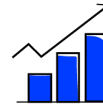
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Very Good	Good	Good ↓	Good ↓
	Progress	Very Good	Very Good ↑	Very Good	Very Good

Findings:

- The school’s analysis of internal assessment data for the AY2024/25 against the Thuringia Curriculum standards in mathematics indicates that the large majority of students in Phase 2 attain levels that are above the curriculum standards. Whereas most students in Phase 3 attain levels that are in line with the curriculum standards, and less than three-quarters of students in Phase 4 attain levels that are at least in line with the curriculum standards. In Phase 1, individual attainment levels are measured against expected age-related developmental stages.
- There are no external national assessments for English in Phase 1, and no international assessments in any phases. The school administers the Vera Kompetenztest in grades 3, 6, and 8 to benchmark students’ attainment in mathematics. Results for AY2024/25 show that attainment in phases 2 and 3 is at an Acceptable level. The Math–Zentrale Klassenarbeit results for Grade 10 in AY2024/25 indicate Weak attainment. Similarly, the results of the two Grade 10 students who completed the Mittlerer Schulabschluss (MSA) Mathematics assessment indicate Weak attainment.
- In lessons and their recent work, the large majority of students in Phase 1 and the majority in phases 2, 3 and 4 demonstrate levels of knowledge and skills that are above curriculum standards. In Phase 1 students recognize numbers up to 15, sequence them, apply them in practical contexts, and identify basic 2D shapes. However, they are less able to consistently extend reasoning or solve problems. In Phase 2, Students identify and discuss properties of 2D shapes and solve simple problems with support. However, their complex problem-solving and independent reasoning are less secure. In Phase 3, students apply geometric principles and use numbers and calculations effectively; however, they could be further challenged through complex problem-solving, independent application, and deeper connections between mathematical concepts. In Phase 4, students apply function parameters accurately, but they could be further challenged to explore more complex applications and deepen their understanding of parameter effects.

- Over the past three academic years, the school's internal assessment data indicates varying trends across phases 2, 3 and 4. In Phase 2, attainment improved from Good in AY2022/23 to consistently Very Good in AY2023/24 and AY2024/25. In contrast, in Phase 3 attainment declined from consistently Good in AY2022/23 and AY2023/24 to Acceptable in AY2024/25. In Phase 4, attainment has remained consistently Weak over all three years. Math-VeraKompetenztest data indicates that attainment has been consistently Acceptable in phases 2 and 3 over the past three years. Whereas Math-Zentrale Klassenarbeit Assessment data for Grade 10 indicates that attainment has fluctuated improving from Acceptable in AY2022/23 to Good in AY2023/24 then regressing to Weak in AY2024/25.
- The school's analysis of internal assessment data for the AY2024/25 indicates that most students in phases 2, 3, and 4 make the expected progress in relation to individual starting points at the beginning of the academic year and against the curriculum standards. In Phase 1, students' individual progress is measured against expected age-related developmental stages.
- In lessons and their recent work, the large majority of students in all phases make better than expected progress in relation to appropriate learning objectives against the expected curriculum standards.
- The school's analysis of internal assessment data to track the progress of the different groups of students indicates that boys and girls make Acceptable progress in phases 2, 3; however, girls outperform boys in Phase 4, and make Acceptable progress compared to Weak progress for boys. Emirati students make Acceptable progress in Phase 2, Weak progress in Phase 3, and Good progress in Phase 4. The progress of low attainers is Acceptable in Phase 2, and Good in phases 3 and 4. Whereas, High attainers make Outstanding progress in phases 2 and 3 but Weak progress in Phase 4. There is no available data to identify the progress of students of additional learning needs, including students of determination. No gifted and talented students are currently identified across any phase of the school.

Next Steps:

1. Develop mathematical reasoning and problem-solving in phases 1 and 2 beyond routine tasks.
2. Enable students in phases 3 and 4 to apply mathematical concepts independently through more complex problem-solving.
3. Extend higher-order application of functions and parameters in Phase 4 so students analyze effects, justify outcomes, and apply learning in unfamiliar contexts.

Science

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



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Very Good	Very Good	Very Good	Very Good ↓
	Progress	Very Good	Very Good	Very Good	Very Good ↓

Findings:

- The School's analysis of internal assessment data for the AY2024/25 against the Sachkunde curriculum of the State of Thuringia indicates that most students in Phase 2 attain levels that are above the curriculum standards. In the sciences across phases 3 and 4, student attainment varies by subject against the Thuringia curriculum in Phase 3, and against the core curriculum of KMK in Phase 4. In Biology, the large majority of students in Phase 4 and the majority in Phase 3 attain levels that are above the curriculum standards. In Chemistry, the large majority of students in Phase 3 and the majority in Phase 4 attain levels that are above the curriculum standard. In Physics, the majority of students in Phase 3 attain levels that are above the curriculum standards, whereas less than three-quarters of students in Phase 4 attain levels that are at least in line with curriculum standards. In Phase 1, individual attainment levels are measured against expected age-related developmental stages.
- In lessons and their recent work, the large majority of students in all phases demonstrate levels of knowledge and skills that are above curriculum standards. Across phases 1 and 2, students observe experiments, apply practical skills, and use scientific vocabulary accurately. In Phase 3, they explain stimulus–response relationships and apply everyday examples, while in Phase 4, they demonstrate strong scientific thinking, investigative skills, and a sound understanding of chemical analysis and motion concepts. Across all phases, students can make hypotheses, sort and categorize, handle equipment, and record observations, and the consistency of these skills improves with age. Common areas for development include predicting outcomes, forming independent hypotheses, extending reasoning, and applying practical laboratory skills more consistently.

- Over the past three academic years, internal assessment data indicates a steady improvement in attainment in Phase 2, progressing from Very Good in AY2022/23 and AY2023/24 to Outstanding in AY2024/25. In contrast, attainment trends in the sciences across phases 3 and 4 have been variable. In Physics, in Phase 3 attainment improved from Acceptable in AY2022/23 to Good in AY2023/24 and AY2024/25, while in Phase 4 it declined from Acceptable to consistently Weak in the subsequent two years. In Chemistry, in Phase 3 attainment progressed from Good in AY2022/23 and AY2023/24 to Very Good in AY2024/25, and in Phase 4 it showed an upward trend improving from Weak in AY2022/23 to Acceptable in AY2023/24 and further to Good in AY2024/25. In Biology, Phase 3 attainment declined from Good in AY2022/23 to Acceptable in AY2023/24 before improving to Good in AY2024/25. Phase 4 attainment followed a similar pattern, moving from Good to Acceptable and then improving to Very Good in AY2024/25.
- The school's analysis of internal assessment data for AY2024/25 indicates that less than three-quarters of students in Phase 2 as well as Phase 4 Biology, and most students in Phase 3 across all sciences, make the expected progress relative to their starting points and curriculum standards. In Phase 4, the majority of students make better than expected progress in Physics and Chemistry. In Phase 1, students' individual progress is measured against expected age-related developmental stages.
- In lessons and their recent work, the large majority of students in all phases make better than expected progress in relation to their appropriate learning objectives against the expected curriculum standards.
- The school's analysis of internal assessment data for AY2024/25 to track the progress of different groups of students indicates that boys make Acceptable progress in phases 2 and 3 across all science subjects. In Phase 4, boys make Good progress in Biology and Physics, but Weak progress in Chemistry. In contrast, girls and Emirati students make Weak progress in Phase 2, Acceptable progress in Phase 3, and Good progress in Phase 4 Physics. However, in Phase 4 Chemistry, girls make Very Good progress while Emirati students make Weak progress. In Phase 4 Biology, progress is Weak for girls and Outstanding for Emirati students. Low attainers make Good progress in Phase 3 Chemistry and Outstanding progress in Phase 4 Physics. High attainers make Weak progress in Phase 2, and Outstanding progress in phases 3 and 4 across all sciences. There is no data available to track the progress of the students with additional learning needs, including students of determination. No gifted and/or talented students are currently identified across any phase of the school.

Next Steps:

1. Strengthen students' ability to predict outcomes and develop independent hypotheses before experiments.
2. Develop students' reasoning skills and application of scientific concepts in complex or unfamiliar contexts.
3. Improve students' practical laboratory skills, ensuring they can handle equipment and conduct investigations independently, particularly in Phase 4.

Instructional Language

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



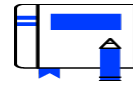
Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Instructional Language	Attainment	Very Good ↑	Good	Very Good	Very Good
	Progress	Very Good	Good	Very Good	Very Good

Findings:

- The school’s analysis of internal assessment data for the AY2024/25 against the German State of Thuringia Curriculum standards for German as the language of instruction indicates that the majority of students in Phase 2 attain levels that are above the curriculum standards, whereas less than three-quarters of students in phases 3 and 4 attain levels that are at least in line with the curriculum standards. In Phase 1, individual attainment levels are measured against expected age-related developmental stages.
- The school administers multiple external assessments across different grade levels to benchmark students’ attainment in German as the language of instruction. In AY2024/25, the German-Vera Kompetenztest data in grades 3 and 6 indicates Acceptable attainment in phases 2 and 3. In Grade 10, students achieve Good attainment in the German-Zentrale Klassenarbeit for AY2024/25, and Outstanding attainment in the Mittlerer Schulabschluss (MSA) for the AY2024/25. Additionally, the DSD – Deutsches Sprachdiplom assessment data in Grade 6 for AY2024/25 indicates Outstanding attainment.
- In lessons and their recent work, a large majority of students in phases 1, 3, and 4, and the majority in Phase 2, demonstrate levels of reading, writing, speaking, and listening skills that are above curriculum standards. In Phase 1, students demonstrate strong listening, comprehension, vocabulary use, and fine motor skills, with scope for more extended speaking practice. In Phase 2, they apply reading, writing, and grammatical skills accurately, with high attainers tackling more complex tasks, although some require support in applying advanced grammar independently. In Phase 3, students analyze texts and interpret meaning thoughtfully, while a few need support in making deeper personal connections. In Phase 4, most students demonstrate advanced analytical and interpretive skills, linking ideas across contexts, although some could further develop independent critical reflection and extended analysis.

- Over the past three academic years, internal assessment data indicates that attainment in Phase 2 has steadily improved from Weak in AY2022/23 to Acceptable in AY2023/24 and reaching Good in AY2024/25. In contrast, attainment in Phase 3 has declined, from Acceptable in AY2022/23 to Weak in both AY2023/24 and AY2024/25. Phase 4 attainment remained consistently Weak throughout the three years. The trends of attainment in the German-Vera Kompetenztest indicate that attainment has been consistently Acceptable in the last three years in both phases 2 and 3. Grade 10 students' attainment trends in the German-Zentrale Klassenarbeit has fluctuated declining from Acceptable in AY2022/23 to Weak in AY2023/24 and then improving to Good in AY2024/25. However, their attainment in the Mittlerer Schulabschluss has been consistently Outstanding over the past three years.
- The school's analysis of internal assessment data for the AY2024/25 indicates that most students in phases 2, 3, and 4 make the expected progress over time from their starting points at the beginning of the academic year and against curriculum standards. In Phase 1, students' individual progress is measured against expected age-related developmental stages.
- In lessons and their recent work, the large majority of students in phases 1, 3, and 4, and the majority in Phase 2, make better than expected progress in relation to appropriate lesson objectives against the expected curriculum standards.
- The school's analysis of internal assessment data to track the progress of the different groups of students indicates that boys and Emirati students make Acceptable progress in phases 2 and 3, but Weak progress in Phase 4. Girls make Acceptable progress across all phases. High attainers make Outstanding progress in all phases, whereas low attainers make Outstanding progress in Phase 4, compared to Very Good progress in Phase 3 and Acceptable progress in Phase 2. There is no available data to measure the progress of students with additional learning needs, including students of determination. No gifted and/or talented students are currently identified across any phase of the school.

Next Steps:

1. Extend students' spoken language and ability to express ideas clearly, particularly in Phase 1.
2. Strengthen students' ability to independently apply advanced grammatical structures in Phase 2 and deepen personal connections to texts in Phase 3.
3. Further develop students' independent critical reflection and extended analytical writing in Phase 4.

Learning Skills

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

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

Subject	KG	Cycle 1	Cycle 2	Cycle 3
Learning Skills	Very Good	Very Good	Very Good	Very Good

Findings:

- Students are keen, highly engaged, motivated, and demonstrate increasing responsibility for their learning. They generally understand their strengths and areas for development. With teachers' guidance, students increasingly take steps to address areas for improvement, particularly in Phase 4, where students show growing independence and purposeful focus as they prepare for examinations.
- Students interact purposefully and collaborate effectively with teachers and peers, engaging positively in learning activities, with further opportunities to build on this strong collaboration across lessons. In Phase 1, students cooperate, share ideas, and support one another. In German- and English-medium subjects, interactions are purposeful, while in Arabic-medium subjects, collaboration occurs in small groups with variable levels of discussion. As language skills develop, students communicate learning confidently in pairs in KG and lower grades, and in small groups in Phase 2. In Phase 3, students present ideas to the class and respond to challenging questions. In Phase 4, students deliver multimedia presentations to express opinions with supporting evidence.
- Students regularly make meaningful connections within individual subjects, while their application of learning to wider, real-world contexts is still developing, particularly in the lower phases. The transfer of knowledge and skills is more secure within subjects than across phases. As students move through the phases, they increasingly demonstrate the ability to transfer skills, communicate ideas clearly and present their thinking with growing confidence, effectively using technology and multimedia to support explanations and reasoning.
- Students are enterprising. They demonstrate curiosity, initiative, and growing independence as they develop critical thinking and analytical skills. They can explore new tasks, analyze information, select relevant findings, and present their ideas effectively. Higher attainers produce original work independently and demonstrate intercultural competence. While students use technology to support learning, there is scope to use it more purposefully and consistently across subjects to further enhance learning and progress. Overall, the development of problem-solving, inquiry, and innovative thinking remains an area for further improvement.

Next Steps:

1. Extend students' knowledge of their strengths and weaknesses so that they are better able to take targeted actions to improve, particularly in phases 1, 2, and 3.
2. Strengthen students' ability to transfer learning across all subjects and apply their learning effectively to deepen their understanding of the real world.
3. Further extend students' critical thinking, problem-solving, and innovation skills.

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	Very Good

Findings:

- Students demonstrate positive learning behaviors, including attentive listening, following instructions, and applying feedback to improve their work. They show developing self-confidence, independence, and the ability to take ownership of their learning. While students respond well to guidance, the consistent use of feedback to plan next steps is an area for further development.
- Students consistently demonstrate self-discipline, adhere to class routines, and follow the school code of conduct. They show strong self-control during lessons, transitions, and breaks, as they contribute to a safe and positive learning environment. Respect towards peers and teachers is evident, and bullying is very rare. However, a small number of students, particularly boys in phases 2, 3, and 4, could benefit from additional support to further develop consistent positive behavior.
- Students are sensitive to the needs and differences of others and consistently offer support to their peers. They demonstrate respect and consideration when interacting with all staff. They seek guidance from teachers, the social worker, or other school personnel to resolve issues. Consequently, students feel safe and supported within the school environment.
- Students demonstrate a secure understanding of healthy lifestyles, making appropriate dietary choices and recognizing potential health risks, such as allergies. They actively contribute to school initiatives that promote healthy habits. While participation in physical activity is primarily during PE lessons and breaks, students acknowledge the importance of engaging in additional consistent exercise to support their overall fitness and well-being.
- Attendance is Very Good, at 96%, with students generally arriving punctually to school and lessons.

Next Steps:

1. Develop students' ability to consistently use feedback independently to plan next steps and strengthen ownership of learning.
2. Strengthen consistent positive behaviour through targeted support, particularly for boys in phases 2, 3, and 4.
3. Support students in making healthy lifestyle choices, including selecting nutritious foods and engaging in regular physical activity beyond PE lessons.

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	Good

Findings:

- Students demonstrate a clear appreciation of Islamic values, identifying key qualities shaped by these values, including tolerance, care, charity, and respect. They apply Islamic principles in contemporary UAE contexts and actively participate in celebrating Islamic occasions. However, their understanding of how Islamic values influence modern UAE society could be further developed.
- Students are knowledgeable and appreciative of the UAE culture and heritage. They demonstrate a strong understanding of how Emirati culture shapes contemporary life and actively engage with cultural traditions during National Day, Independence Day, Flag Day, and during lessons. They participate in singing the National Anthem with respect and consistently connect their learning to the UAE society. However, students' understanding of Emirati culture and heritage could be further strengthened through additional structured activities.
- Students from different cultures demonstrate respect for their own cultural backgrounds and can identify some similarities and differences with other cultures, including UAE culture. They value diversity within the school community and engage in opportunities to learn about other cultures. However, their understanding of other cultures remains less well developed and would benefit from extended initiatives and activities to develop deeper cultural awareness.

Next Steps:

1. Strengthen students' understanding of cultures beyond their own to develop deeper intercultural awareness.
2. Broaden students' knowledge of UAE culture, heritage, and its evolution over time.
3. Promote students' engagement in activities that deepen their appreciation of Islamic values and their influence on contemporary UAE society.

Social responsibility and innovation skills

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good

Findings:

- Students across all phases demonstrate strong awareness of their responsibilities within the school community and willingly participate in volunteering activities. Older students consistently contribute to school life, supporting events, mentoring younger students, and engaging in community initiatives, such as the Emirates Red Crescent “We Are with You” program for children with autism. Younger students participate in activities that enhance the school environment, including planting trees. Increasing the number of students involved in volunteering would further strengthen the school’s community engagement.
- Students demonstrate a very positive work ethic, generate creative ideas, and show enjoyment in applying them. They develop stronger real-world understanding through their participation in school-led projects, including work experience programs that enable them to connect academic learning to practical contexts. While students show emerging capacity to innovate and lead projects across all phases, further opportunities are needed to strengthen and embed creativity and innovation more consistently in lessons.
- Students care for their school and seek ways to improve its environment. They show awareness of environmental issues such as sustainability, pollution, and climate change. School initiatives effectively strengthen their understanding and encourage responsible attitudes toward preserving nature. However, students would further strengthen their environmental values and practical involvement with more structured opportunities to participate in sustainable projects.

Next Steps:

1. Increase students’ participation in volunteering work within the school and wider community to strengthen their sense of social contribution.
2. Increase students’ engagement in initiating and leading projects to develop their creative and innovative skills.
3. Increase students’ participation in sustainable projects to strengthen their environmental awareness and daily sustainable practices.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers effectively apply their subject knowledge and understanding of how students learn. They use the content and language integrated learning (CLIL) approach very well, enabling students to learn subject content through a foreign language while simultaneously developing their language skills. Most teachers provide appropriate support for new joiners with varying language levels.
- Teachers plan engaging lessons and create motivating learning environments. Lesson plans follow a common template, with clear scaffolding in phases 1 and 2. In some secondary classes (phases 3 and 4), curriculum codes are missing, and learning outcomes are too general to measure progress accurately. Lessons generally include a starter and plenary, but time management is inconsistent, and in some lessons, all students work at the same pace, which limits personalized learning and reflection. Resources are appropriate, including technology and adapted worksheets. Strong lessons, such as pull-out sessions for German-speaking new joiners, contextualize resources to students' language levels and the UAE culture. Refurbished science laboratories support practical work, with further scope to enhance equipment to extend advanced investigative opportunities for upper-phase students.
- Teachers' interactions with students ensure that they are keen to learn in all subjects and phases. Questioning is routinely used to check understanding; in some Arabic-medium lessons, higher attainers are not sufficiently challenged. In the strongest lessons, particularly in phases 1 and 2, teachers use interactive strategies such as word cards to promote discussion, while in Phase 4, they plan structured debates that develop students' critical thinking skills.
- Teachers use strategies that effectively meet the needs of most students, as they provide additional scaffolding and adapted resources for lower attainers. In phases 1 and 2, lessons are better tailored to support diverse learning needs, with pull-out sessions offered for lower attainers and additional language learners. The school's extra-curricular program further extends students' talents and interests. However, provision of adaptive learning experiences to sufficiently challenge higher attainers and gifted students within lessons remains less well developed.
- Teachers systematically develop students' higher order thinking skills and independence and enable them to work productively with minimal supervision. In the upper phases, teachers provide opportunities for debate and analysis that develop students' critical thinking, while in the lower phases, teaching approaches support secure comprehension and early analytical skills across languages. Critical thinking and problem-solving in some core subjects remain areas for further development. While technology is used to support research and presentations, there is further scope to strengthen its purposeful and consistent integration across subjects. Inquiry-based approaches are implemented, particularly in the sciences. Opportunities for innovation, enterprise and entrepreneurship are mainly provided in languages, non-core subjects and extracurricular activities, with potential to extend this more systematically across the curriculum.

Next Steps:

1. Design learning experiences that provide sufficient challenge to extend the diversity of students, especially the higher attainers and the gifted and talented.
2. Provide more opportunities for dialogue that engage students in insightful discussions and reflection in all subjects and phases.
3. Extend teachers' use of strategies to promote critical thinking, problem solving, and innovation within lessons.

Assessment

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

Findings:

- Internal assessment processes are coherent and consistently aligned with the Thuringia and KMK curriculum standards across all phases. Assessment tasks are standardized within subjects and moderated through common mark schemes and cross-checking between classes. Regular internal tests, classwork, and projects measure attainment and progress in relation to curriculum expectations. Procedures ensure consistency and reliability across subjects and phases, though minor variations remain in the documentation of assessment criteria.
- The school effectively benchmarks students' academic outcomes using multiple external assessments. The VERA Kompetenztest is used to benchmark students' attainment in German as the language of instruction, Mathematics, and English in grades 3, 6, and 8. The Mathematics Olympiad and the Känguru competition are also used to benchmark students' performance across different phases in Mathematics against national standards in Germany. The Zentrale Klassenarbeit is used to benchmark students' attainment in Mathematics, German, and English in Phase 4, while the Deutsches Internationales Abitur (DIA) is used to benchmark Grade 12 students' outcomes in core subjects against national expectations.
- Assessment data is analyzed well at the school, department, and class levels in phases 2, 3, and 4. In Phase 1, however, analysis is conducted at the individual level rather than by cohort, which does not fully align with ADEK expectations. Data is reviewed during regular pedagogical meetings, and underperforming students are tracked through follow-up action plans. Comparative analysis across phases and student groups supports accurate evaluation of attainment and progress.
- Teachers use assessment information effectively to plan lessons and adjust instruction to meet students' needs. In most subjects, lesson plans show that assessment outcomes inform teaching strategies, particularly in phases 1 and 2. In upper phases, data is used effectively to identify gaps but less consistently to differentiate tasks for high attainers. Students' workbooks and lesson plans confirm that formative assessment is used regularly to check their understanding.
- Teachers have a very good understanding of students' strengths and weaknesses, which enables them to provide targeted support where needed. However, the provision of personalized challenge for high attainers within lessons is inconsistent. Feedback effectively supports learning and motivates students to improve their work. Written feedback is generally clear and constructive, though its depth and frequency vary across phases. Students in phases 1 and 2 regularly engage in peer- and self-assessment activities, while this practice is less consistently applied in phases 3 and 4.

Next Steps:

1. Enhance the analysis of Phase 1 assessment data at the cohort level to align with ADEK expectations, enabling more accurate tracking of student attainment and progress.
2. Ensure consistent challenge for high attainers across all phases using assessment outcomes to inform differentiated tasks.
3. Strengthen peer- and self-assessment in phases 3 and 4 to support reflective learning and next-step planning.

PS4: Curriculum

Curriculum design and implementation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good

Findings:

- The school provides a coherent and well-structured curriculum that has a clear rationale and is fully aligned with the Thuringia framework in the lower and middle phases and the KMK core curriculum in upper secondary. The curriculum ensures continuity, breadth, and balance across subjects. It incorporates UAE values, moral education, and sustainability themes, making learning relevant to the local context and students' experiences.
- The curriculum is effectively planned to ensure progression in all subjects. Lesson planning is aligned to curriculum expectations and includes objectives and success criteria that correspond with the required learning standards. Planning documents demonstrate clear sequencing of knowledge and skills, which enables teachers to build systematically on students' prior learning and support progressive development across all phases. The overall design secures progression and provides a clear structure for continued improvement.
- The school provides a range of curricular options and subject-choice pathways that align with program requirements and support students' future study options. Elective options in the upper grades are less diverse than in the lower phases. Alongside the few elective choices, the curriculum ensures a broad range of mandatory subjects that collectively support eligibility for admission to German higher-education institutions. Career guidance is embedded through Grade 10 internships, early preparation beginning in Grade 9, and ongoing engagement with alumni and parents.
- The curriculum incorporates meaningful and planned cross-curricular connections that encourage students to apply knowledge and skills across subjects. Teachers collaborate in departmental meetings to ensure these links are consistently planned and implemented across all phases, with ongoing refinement to strengthen how students translate these connections into meaningful learning outcomes.
- The school conducts regular reviews of its curriculum in response to changes in Thuringia and KMK regulations, internal evaluation outcomes, and students' achievements and aspirations. Adjustments are systematically implemented to ensure very good provision across all subjects, taking into account the diverse learning needs of students and the international context of the school, thereby supporting both their academic and personal development.

Next Steps:

1. Expand elective options in the upper grades to provide students with greater choice and opportunities to pursue their interests and future pathways.
2. Strengthen the practical application of cross-curricular links to enhance students' ability to transfer knowledge and skills between subjects.
3. Continue refining curriculum review and implementation to ensure that adjustments fully address the diverse learning needs of all students.

Curriculum adaptation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Good	Good	Good	Good

Findings:

- The school successfully adapts its German curriculum to meet the diverse needs of its international student body while remaining aligned with the Thuringia and KMK frameworks. Adjustments are well coordinated by subject leaders and ensure coherence across all phases. Planning documents and lesson observations confirm that teachers modify materials, tasks, and expectations to support students with varying levels of language proficiency and prior knowledge. However, there is scope to adapt the curriculum more consistently to fully meet the needs of high attainers across all phases.
- The curriculum offers a wide range of extracurricular activities involving students, teachers, and parents, including sports, creative arts, music clubs, and field trips to cultural and educational venues. These activities support students' academic and personal development. There is further scope to enrich opportunities for younger students and to embed innovation and enterprise more systematically across curricular areas. Strengthening links between extracurricular activities and curriculum learning would further enhance the overall impact on students' skills development and creative thinking.
- Learning experiences are thoughtfully integrated across the curriculum and contribute well to students' understanding of UAE culture, values and society, with further opportunities to embed this consistently across all subjects and phases.

Next Steps:

1. Ensure that the planned curriculum is consistently modified and adapted to ensure the needs of higher attainers are met in full.
2. Increase opportunities for innovation and enterprise in more curricular areas.
3. Strengthen the integration of UAE values, culture, and society across the curriculum to develop students' broader understanding.

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

Health and safety, including arrangements for child protection / safeguarding

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

Findings:

- The school has rigorous safeguarding and child protection procedures, which are clearly communicated to staff, students, and parents. New families are informed during orientation, and staff receive regular training, with roles clearly defined. Students are aware of whom to approach with concerns through visible reporting systems and peer-led initiatives. Bullying, including cyberbullying, is effectively addressed through supervision, mentoring, student-led behavior support, and curriculum-based discussions on online safety. Collaboration with the German Embassy further enhances digital safety awareness, and records show these measures are effective in promoting student well-being.
- The school provides a very safe, hygienic, and secure environment, with weekly and monthly safety checks covering all learning and recreational areas in line with ADEK and OSHAD standards. Comprehensive risk assessments and well-organized supervision, including visible staff and security presence and GPS-tracked buses, ensure student safety throughout the day. Visitor registration and civil defense-approved evacuation plans are in place; reinstating the lanyard system would further enhance security. Leaders continue to improve health and safety practices through regular audits, staff training, and collaboration with external agencies.
- Buildings and equipment are maintained in excellent condition, providing a safe and conducive learning environment. Detailed and secure record-keeping ensures all documentation, including safety, clinic, and maintenance records, is consistently updated and accessible. Weekly and monthly safety checks, medical waste management, pest control, and compliance with licensing and certification requirements are rigorously implemented. Licensed medical staff follow triage protocols and have access to emergency equipment. The school is currently planning the replacement of the perimeter wall to further enhance students' safety and security.
- The school premises and facilities provide an excellent physical environment that is safe, inclusive, and accessible for all students. Recent improvements include shaded outdoor sports areas, upgraded digital infrastructure, and enhanced laboratory safety through new cabinets and fire-rated doors. The building features separate prayer rooms, accessible toilets, an elevator for mobility needs, and clear evacuation plans. Plans for further playground expansion are scheduled to begin in December to accommodate increasing enrolment.

- The school successfully promotes safe and healthy living through hygiene sessions, clinic-led initiatives, peer support systems, and integration of health education within the core curriculum. Supervised outdoor play, shaded seating areas, and extracurricular clubs such as volleyball and sustainability projects provide students with opportunities to maintain fitness and wellbeing. There is further scope to strengthen the coordination of healthy-lifestyle promotion across the clinic, social workers and teaching staff, and to enhance communication with parents to maximize the impact of this provision.

Next Steps:

1. Further strengthen emergency preparedness through regular review of existing fire and evacuation procedures.
2. Build on the strong safeguarding and security arrangements by enhancing the visibility of safeguarding roles, refining supervision routines and reinstating the visitor lanyard system.
3. Strengthen the coordination of healthy-lifestyle promotion across classroom learning, clinic initiatives and social worker provision, and enhance communication with parents to maximize impact.

Care and support

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Very Good	Very Good	Very Good	Very Good

Findings:

- Staff–student relationships are very positive, founded on mutual respect and trust, with clear behavioral expectations understood by staff, students, and parents. Incidents of poor behavior are rare and addressed calmly through reflection, supported by peer systems and the work of two counsellors and social workers. During transitions and corridor movement, behaviour is generally orderly, with further scope to strengthen supervision to ensure consistently safe and responsible conduct.
- The school successfully promotes very good attendance and punctuality through clear systems and strong parent partnerships. Digital tracking ensures timely follow-up of unexplained absences. Overall attendance exceeds 96%, with no long-term absences, and good attendance and punctuality are celebrated to reinforce students' commitment to learning.
- Procedures for identifying students needing support or challenge are rigorous and well established. Annual screening (Grades 2–7), teacher observations, and parent consultations inform provision. Students of determination with medical documentation, along with a wider group with additional needs, receive targeted support and adapted plans. The school is extending Individual Learning Plans to all identified students and formalizing a central register to ensure consistent tracking across phases.
- Support for students with additional learning needs and higher attainers is effective. A qualified inclusion teacher and two counsellors guide provision and ensure individual education plans are in place. Language support is a particular strength through the German as a Foreign Language (DaF) and English Intensive Programs (EIP), enabling new learners to access the curriculum effectively. Gifted students participate in national and international competitions such as the Mathematics Olympiad and sustainability projects. While extension lessons are effective, support for higher attainers is not yet consistent in all regular classroom settings.
- Students' personal well-being and development are well supported and efficiently monitored across all phases. Teachers and counsellors monitor students' social and emotional growth closely. The careers counsellor provides personalized academic and vocational guidance from Grade 10 onwards, supported by internships and an annual Career Night linking students with universities and employers. The school offers a coherent framework that promotes students' well-being, confidence, and career readiness.

Next Steps:

1. Further refine procedures for identifying students with additional learning needs, including students of determination, and maintain an up-to-date register.
2. Ensure all students with additional learning needs have complete and regularly reviewed individual education plans.
3. Strengthen the support for higher attainers across all subjects and phases.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good

Findings:

- The school's vision is clear, inclusive, and well understood by staff, students, and parents. Senior leaders promote a shared purpose that reflects the school's German educational heritage and its role within the UAE's multicultural community. The vision highlights academic excellence, inclusion, and the personal development of students as confident global citizens. A collegial ethos supports teamwork and shared responsibility for improvement. Leaders set high expectations and welcome students from a wide range of backgrounds and languages. Although there are currently few students of determination, inclusive systems are in place and continue to develop. The school's direction is coherent, with a focus on strengthening leadership capacity and the consistency of assessment and tracking, particularly in the kindergarten.
- Educational leadership at all levels demonstrates a very clear strategic direction and a strong understanding of effective teaching and learning. Senior leaders are very effective in modelling high standards and maintaining a consistent presence in classrooms. Middle and subject leaders are increasingly contributing to improving practice, though limited time for leadership duties reduces the extent of their impact. Collectively, leaders are focused on strengthening teaching, learning, and curriculum implementation, with plans to define senior leadership roles supporting a more coherent and sustainable structure. The school recognizes the need to enhance leadership capacity to ensure consistently high standards across all phases.
- Relationships and communication across the school are consistently positive and based on mutual respect. Leaders promote open dialogue and collaboration, ensuring that staff feel valued and well-informed. Clear communication systems allow staff, students, and parents to share information and ideas effectively. The principal and senior team are approachable and visible, contributing to high morale and a culture of trust. This open and inclusive communication contributes significantly to the school's positive ethos, sense of shared purpose, and very positive morale.
- The school has a well-established capacity to improve. Leaders have an accurate understanding of the school's performance and a clear vision for continued development. Recent improvements in inclusion, digital learning, and language support demonstrate effective action and measurable impact. Staff share a strong commitment to improvement and work collaboratively to sustain progress. The school recognizes the need to strengthen leadership capacity further, particularly by assigning defined senior roles for curriculum and teaching and learning.
- Leaders demonstrate a strong sense of accountability for the school's performance, and their actions reflect an innovative and very successful approach to school development. They set clear expectations and ensure that policies and priorities are implemented effectively, contributing to consistently high levels of provision. Collective accountability is evident across the school, with staff sharing ownership of students' success and reinforcing an inclusive and caring culture. Leaders ensure that the school remains fully compliant with all statutory and regulatory requirements, and leadership decisions are monitored carefully to secure continued improvement in students' academic and personal outcomes.

Next Steps:

1. Strengthen middle and subject leadership through targeted professional development and assigning defined senior roles for curriculum and teaching and learning.
2. Enhance systems in the kindergarten to ensure consistent assessment and year-round tracking of attainment and progress.
3. Establish clear senior leadership roles for curriculum and for teaching and learning to guide the next stage of strategic development.

School self-evaluation and improvement planning

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

Findings:

- Self-evaluation processes are systematic, rigorous, and inclusive. Leaders use assessment data, lesson observations, stakeholder feedback, and internal reviews to gain an accurate understanding of the school's performance. The SEF is structured around the UAE framework and clearly identifies strengths and priorities for development. Staff at all levels contribute to the process, although the depth and evaluative quality of departmental submissions vary. Leaders are focusing on ensuring that evaluations across all areas of the school consistently identify the impact of actions taken on students' attainment, progress, and well-being.
- Monitoring and evaluation of teaching and learning are regular and purposeful. Lesson observations, learning walks, and work scrutiny are used effectively as appropriate evaluations to identify strengths and areas for development. However, current lesson monitoring does not yet make full use of the UAE inspection framework descriptors to help leaders judge attainment and progress precisely. While observation outcomes inform professional dialogue and development, systems are not yet fully consistent or sharply focused on students' learning over time. Leaders recognize that subject leaders and middle leaders would benefit from further development of their monitoring and evaluative skills, alongside additional time, to carry out regular lesson visits and to evaluate the quality of teaching and students' achievement with greater rigor.
- Improvement planning is coherent and closely linked to self-evaluation findings. Plans include clear goals, success criteria, and responsibilities, with regular monitoring to track progress. The school's recent progress in inclusion, digital learning, and language support illustrates the positive impact of this process. Middle leaders are increasingly contributing to improvement planning, though greater consistency is needed to ensure all departmental plans are sharply focused on student outcomes.
- The school has sustained a strong performance through a clear strategic direction and effective collaboration. Since the previous inspection, inclusion systems, assessment practices, and curriculum coherence have strengthened across most key areas, with the exception of attainment in Mathematics in phases 3 and 4. Leaders respond promptly to emerging needs, and staff share a strong commitment to continuous improvement. Further refinement of monitoring and evaluative processes will enhance the school's capacity to sustain high standards across all phases.

Next Steps:

1. Ensure middle leaders have sufficient time for regular monitoring of teaching and learning.
2. Refine lesson observation tools so that monitoring aligns closely with UAE inspection framework descriptors and supports precise, evidence-based judgements.
3. Ensure all self-evaluation areas clearly assess the impact of school initiatives and actions on students' academic and personal development.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- The school is successful in effectively engaging parents as partners in their children’s learning and social development. Parents describe communication with teachers as open and highly positive, highlighting easy access via e-mail, phone, and online consultations. Regular parent meetings ensure that families are fully considered in decisions about their children’s education. The Parents’ Council and class representatives play an active role in organizing school events and providing feedback on learning priorities. To enhance feedback mechanisms further, the school plans to implement a more systematic evaluation of parental input across all phases.
- Parents are well-informed and empowered as partners in supporting their children’s learning. Regular newsletters, e-mails, and WhatsApp groups provide timely updates about learning progress, events, and school initiatives. Parents of students of determination are particularly well supported through individual meetings and continuous collaboration with class teachers and specialists. The system of online meetings ensures accessibility for all families.
- Reporting on students’ attainment, progress, and personal and social development is ongoing and comprehensive. Reports are issued twice per year and provide detailed narrative comments and achievement levels. The report cards cover academic and social dimensions, including cognitive, emotional, and creative skills, offering a clear and balanced view of each child’s development. Parents particularly value the clarity and regularity of these reports and their accessibility through digital platforms. Further linkage between the descriptive feedback and specific next steps for learning is planned.
- The school maintains extensive, and effective partnerships with local, national, and international organizations, which have highly positive effects on students’ learning. Cooperation with the Goethe-Institute supports cultural and language learning, while links with French partner schools and Heilbronn University promote intercultural understanding and academic collaboration. The German Chamber of Commerce (AHK) facilitates internships and “Career Nights” where parents and alumni contribute to career guidance. The school aims to broaden these partnerships further, particularly by strengthening ties with local companies, libraries, and schools in Germany, to deepen students’ real-world learning experiences and global awareness.

Next Steps:

1. Strengthen reporting by linking descriptive feedback to clear, actionable next steps to drive improvement.
2. Implement a systematic process to evaluate and act on parental feedback across all phases to enhance engagement and support for learning.
3. Broaden partnerships with local and international organizations to further enrich students’ real-world learning and global awareness.

Governance

Performance Indicator	Quality judgement
Governance	Very Good

Findings:

- Governance ensures that the views of almost all stakeholders, including parents and the wider school community, are effectively represented. The Board of Trustees, elected by the Parents' Association, reflects the diversity of the school, including Emirati and embassy representation. Regular meetings with school leaders ensure that the perspectives of parents, the German Embassy, and the wider community are considered in decision-making. Governors are visible, approachable, and committed to maintaining strong relationships with all stakeholders. Communication between the board, parents, and the leadership team is constructive and transparent, which helps sustain trust and shared accountability.
- Governors hold senior leaders to account for the quality of education and the overall performance of the school. The board receives and reviews information on academic results, student well-being, and operational priorities, including external assessments such as Abitur and national examinations. They are actively involved in setting the strategic direction and ensuring compliance with statutory and regulatory requirements. Governors recognize the importance of further strengthening accountability by ensuring leaders have sufficient time to monitor and evaluate teaching consistently across the school. The planned enhancement of subcommittee structures, particularly in the areas of assessment and quality assurance, is designed to enable more systematic review of educational outcomes and provide sharper support for school improvement.
- The Board of Trustees has a very positive and sustained influence on the school's strategic development. Its guidance has contributed to significant initiatives, including the expansion of the German as a Foreign Language (DaF) and German integration programs, and the continued development of inclusion and language support provision. Governors work in partnership with school leaders to ensure resources are aligned with improvement priorities and that the school continues to meet ADEK regulations. Through their collective expertise and commitment, governors provide effective strategic leadership that supports the school's ongoing improvement and long-term sustainability.

Next Steps:

1. Ensure stronger governance oversight of assessment and quality assurance, while providing leaders with dedicated time to monitor teaching and learning.
2. Expand specialist staffing and collaboration across inclusion, DaF/EIP, counselling, and classroom teachers to ensure consistent provision.
3. Improve facilities and resources to align with curriculum requirements and support high-quality teaching and learning.

Management, staffing, facilities and resources

Performance Indicator	Quality judgement
Management, staffing, facilities and resources	Very Good

Findings:

- The school is very well organized. Daily routines for arrival, movement between lessons, and end-of-day dismissal are clearly defined and consistently implemented. Effective communication systems ensure that staff and parents are well informed, and day-to-day matters are addressed promptly. Leaders are visible, approachable, and proactive in maintaining smooth operations across all phases. This high level of organization creates a calm, purposeful environment that enables teaching to proceed without interruption and has a positive impact on students' achievement and well-being.
- Staffing and deployment across the school are well managed, with teachers appropriately qualified and effectively supporting learning in all subjects. Strong collaboration between teachers is encouraged through regular professional dialogue and coaching. The school recognizes the need to increase specialist staff in the inclusion department to provide consistent, high-quality support for students with additional learning needs. Leaders also acknowledge the importance of providing full training for KG staff to improve assessment practices, ensuring that students' attainment and progress are tracked consistently across the school year.
- The premises are safe, clean, well-maintained, and of a high quality. Classrooms and shared spaces are used effectively to support a wide range of learning activities. Facilities are adequate for current needs, but the school recognizes the need to strengthen learning technology resources and classroom equipment, particularly in the early years, to ensure all areas are consistently well-resourced. Leaders also recognize the importance of providing full and up-to-date laboratory equipment in the science labs to enhance students' practical learning experiences.
- A range of learning resources is well organized and used purposefully to support teaching and language development. Digital resources are available in most areas of the school, and teachers increasingly integrate technology into lessons to support interactive learning. The school recognizes the need to strengthen the availability and maintenance of learning technology, for example, by ensuring that tablets are accessible for use when needed and that smartboards are available in KG classrooms to enhance early digital literacy and engagement.

Next Steps:

1. Enhance learning technology provision and ensure science laboratories are fully equipped with sufficient tools.
2. Expand specialist staffing in the inclusion department to strengthen support for students with additional learning needs.
3. Deliver comprehensive KG staff training to improve assessment practices and ensure consistent tracking of students' progress.

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