

Irtiqa'a School Inspection

AY 2024/25

Lycée Louis Massignon

Rating: Very Good

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School Information

General Information	
 Name	Lycée Louis Massignon
 Esis Number	9038
 Location	8, Al Jazzay St, Al Sa'adah, Abu Dhabi, 22401
 Website	https://llm.education/
 Telephone	024448085
 Principal	ANNE SOPHIE CHRISTINE GOUIX
 Inspection Dates	20 to 23 Jan 2025
 Curriculum	French

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1668
Number of Emirati students	82
Number of students of determination	2
Largest nationality group of students	France - Lebanon - Morocco

Information On Teachers

Number of teachers	139
Nationalities	France - Lebanon - Tunisia
Number of teaching assistants	19

Changes since the previous inspection

Since the last inspection in 2022, the school's overall judgment has remained very good, reflecting the school and leadership's commitment to sustained improvement across most subjects and throughout the school.

Overall, students' achievement in Arabic-medium subjects remains good. However, attainment in Islamic education has declined from good to acceptable in Phases 2 and 3. In Arabic as a first language, achievement remains acceptable in Phases 1 and 3, while it has improved from acceptable to good in Phase 2. In Phase 4, attainment remains good, with progress improving to very good. In Arabic as a second language, attainment has improved from acceptable to good in Phases 2, 3 and 4.

Achievement in English and French remains outstanding across all phases. Achievement in mathematics improved from good to very good in Phase 1, while remaining very good in phases 2 and 3. Student achievement in Phase 4 has declined with attainment moving from outstanding to very good and progress moving from outstanding to good. In science, achievement has improved from good to very good in Phase 1, from very good to outstanding in Phases 2 and 3, while Phase 4 achievement remains very good.

As a result of students' very strong achievement, learning skills remain very good in Phases 1, 2, and 3. However, in Phase 4, learning skills have declined from outstanding to very good. The school has maintained this very strong performance due to the achievement of students in Arabic as a first language, Arabic as a second language, mathematics and science.

Students' personal and social development, innovation skills, understanding of Islamic values, and awareness of Emirati and world cultures were not reported in the previous inspection. Students' personal and social

development is now rated as very good across all phases. Students' understanding of Islamic values and awareness of Emirati and world cultures is rated as acceptable, while their social responsibility and innovation skills is rated as good.

Teaching for effective learning has seen a similar pattern, as students' learning with teaching quality has remained very good across all phases. Teachers plan engaging lessons, and foster active learning across all phases, with imaginative learning environments in phase 1, 2 and 3, while promoting critical thinking, problem-solving and independent learning in Phase 4.

Across all phases, assessment ratings have consistently remained at very good. This is supported by targeted professional development and effective quality assurance. A comprehensive and coherent system for collecting learner data is in place, ensuring that information is readily available to inform lesson planning and teaching.

Curriculum design and adaptation were not reported in the previous inspection and are now judged as very good across all phases, aligning with the school's mission and the UAE's national vision. Curriculum adaptation is very good, with modifications made through ongoing evaluations, and cyclical reviews. However, alignment with individual competencies to meet diverse student needs is inconsistent across the phases, particularly in Arabic-medium subjects.

The health and safety of students, including child protection, continue to be a high priority and remain outstanding, as in the previous inspection. The school maintains a robust safeguarding system, with comprehensive health and safety protocols and well-equipped facilities, complemented by initiatives that promote student well-being. The care, guidance, and support provided to students is good across all phases, marking a regression from the previous inspection report. The school has identified only 4% of its student population as having additional learning needs and 0.15% as gifted and/or talented. The school modifies the curriculum to meet the needs of these students through ongoing evaluations, cyclical reviews and alignment to their individual competencies. However, the support provided is inconsistent and, at times, insufficient, limiting their access to appropriate interventions and enrichment opportunities that enable them to make the progress they are capable of.

The quality of leadership and management at the school remains very good. School leaders, led by the principal, are committed to improving academic, social, and cultural outcomes for all students. However, the new restructuring of the distributed leadership model requires further clarification, particularly in defining roles and responsibilities at the middle leadership level. The self-evaluation process remains very good, though judgments do not yet fully align with the UAE School Inspection Framework. Partnerships with parents remain outstanding, with strong parental engagement in student learning and school development. The Conseil establishment continues to have a very good impact on overall school performance. The management, staffing, quality and maintenance of facilities, and resource provision remain very good. As a result, almost all areas of Performance Standard 6, apart from outstanding partnerships with parents, are rated as very good.

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

Lycée Louis Massignon (LLM) implements a rigorous and structured assessment framework that aligns with French national curriculum standards while incorporating elements that reflect international best practices. Although the school is exempted from participating in international benchmarking assessments, such as TIMSS (Trends in International Mathematics and Science Study), PISA (Programme for International Student Assessment), and PIRLS (Progress in International Reading Literacy Study), it ensures that student achievement is effectively monitored and benchmarked through internal and external standardized assessments.

Performance in standardized and international assessments

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

Standardized Assessments

Lycée Louis Massignon is exempt from participating in international benchmarking assessments, such as the Trends in International Mathematics and Science Study (TIMSS), the Programme for International Student Assessment (PISA), and the Progress in International Reading Literacy Study (PIRLS). Despite this, the school aligns its internal assessment practices with internationally recognized frameworks, ensuring that student progress is effectively tracked and remains comparable with global educational standards.

International Assessments: TIMSS, PISA, PIRLS

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Reading

The school has established three dedicated reading spaces tailored to different student phases. The storybook library in KG serves Phase 1 students, offering an engaging environment for early literacy development. The Library Documentation Centre (BCD) is designated for Phase 2 students, providing a diverse collection of books and resources. The Documentation and Information Centre (CDI) caters to Phase 3 and Phase 4 students, equipped with study areas and research materials. These libraries collectively support the French, Arabic, and English curricula, offering a broad selection of fiction and non-fiction books. The KG and primary libraries house approximately 28,000 books, including children's albums, novels, traditional tales, periodicals, and research materials. The CDI contains approximately 21,000 books, including 1,427 in Arabic, 532 in English, German, and Spanish. Additionally, the CDI features 15 computer stations, providing secondary school students with supervised access for personal study and research.

Each reading space is designed to meet the unique learning needs of its respective phase. In Phase 1 (Maternelle), students visit the library weekly to borrow books and participate in storytelling sessions. Arabic storytelling sessions expose students to classic tales with illustrations from Arabic literature. All libraries are well-equipped with comfortable seating, quiet reading areas, group collaboration zones, and designated spaces tailored to each phase. In Phases 1 and 2, classrooms also include dedicated reading areas with visual displays linked to class texts, fostering a literacy-rich environment. To further cultivate a love of reading, students engage in meet-the-author sessions, where they interact with both Emirati and international authors. Additionally, they participate in reading rallies, debates, competitions, and quizzes focusing on Emirati literature and culture.

The school integrates digital and multimedia literacy into its reading programs through various platforms and initiatives. A recording studio allows students to produce podcasts, interviews, and reports related to school projects. A student-led media group, Les Jeunes Reporters, covers school events and publishes articles in the Lycée newsletter and on the Web Radio Padlet. Digital reading platforms such as I Read Arabic in the primary phase enhance Arabic literacy, while the Young Thinkers Platform for Reading (English), I Read Arabic (Arabic), and "School Stories" promote Arabic reading across different curricula. Primary students visit the library weekly to select books, and in other phases, teachers encourage students to participate in read-aloud sessions, where they read excerpts from their chosen books and record audio to assist their peers.

The school actively promotes collaborative literary projects and creative writing. It has hosted UAE Emirati and Arab writers and journalists, who emphasize the significance of reading and writing skills. Grade 6 students collaborated with peers from the school's Dubai branch to co-author and publish a storybook, fostering a sense of literary achievement. To enhance reading comprehension and writing development, teachers guide students in assessing their reading proficiency, engaging in text discussions, and rewriting stories in their own words, stimulating both creativity and comprehension.

For secondary students, the library serves as a study hub, offering access to computers and research materials for academic projects. Senior students also utilize the recording studio to create and broadcast content on Web

Radio, further integrating modern media with literary education. Through these initiatives, the school continues to nurture a strong reading culture, equipping students with essential literacy and critical thinking skills.

Strengths of the school

- Students consistently achieve outstanding levels in English and French across all phases. Their high proficiency in reading, writing, speaking, and comprehension allows them to engage confidently in academic discussions and excel in language-based assessments.
- Mathematics attainment remains very good across all phases, with students demonstrating strong numeracy, reasoning, and problem-solving skills.
- Science attainment ranges from very good to outstanding, particularly in Phases 2 and 3, where students excel in experimental work, inquiry-based learning, and critical thinking.
- The school maintains outstanding health and safety measures, including robust child protection policies, structured risk assessments, and emergency protocols.
- The school has outstanding partnerships with parents, who actively contribute to student learning and extracurricular programs.
- The Conseil establishment plays a significant role in school development, decision-making and policy implementation, reinforcing a collaborative and community-driven approach.
- School leaders and teachers demonstrate a high level of expertise in subject content, pedagogy, and leadership of learning across all phases.

Key Recommendations

1. Raise students' achievement levels in Arabic-medium subjects by:

- strengthening the process of Islamic education curriculum reviews, ensuring optimal coverage of content and timetabling of Islamic education that improve student engagement, motivation, and achievement outcomes.
- implementing structured Quran recitation and explanation programs to improve students' application of Tajweed rules and interpretation of Quranic verses in context.
- enhancing students' understanding of the Seerah of Prophet Mohammad (PBUH) through competitions, class discussions, and presentations.
- adapting an effective phonics and literacy program in Arabic as a first language, in phase 1 and the early grades of phase 2, to enhance students' articulation and pronunciation of Arabic sounds that promote their reading competency.
- increasing opportunities for students to engage in writing tasks during and after school, ensuring their work is consistently marked and followed up by teachers.
- embedding regular language practice in Arabic lessons through debates, presentations, class discussions, and collaborative learning strategies.
- reviewing the Arabic language curriculum to ensure a greater focus on skill development rather than rote knowledge acquisition.

2. Improve the consistency of teaching for effective learning across all subject areas and phases by:

- enhancing teacher-student interactions through the use of challenging questions and meaningful dialogue to promote critical thinking and reflective discussions.

- using assessment data more rigorously to inform teaching strategies, especially in Arabic-medium subjects, ensuring lessons meet the needs of all learners, particularly higher-attaining students.
- expanding the range of differentiated activities to better support lower-attaining students and challenge higher achievers within lessons.
- strengthening students' research skills, problem-solving, and critical thinking by integrating a range of resources, including digital technologies, and offering more opportunities for students to present their work in multiple formats.
- ensuring greater consistency in lesson planning through a standardized format that is adapted to the needs of specific phases and subjects.
- increasing opportunities for students to engage in structured, purposeful, and collaborative learning experiences across all subjects.

3. Improve the impact of school leadership further by:

- ensuring that self-evaluation and development planning are directly aligned with teaching, learning, and assessment improvements across the school.
- developing a comprehensive middle leadership structure to enhance subject department management and instructional leadership.
- strengthening the monitoring of teaching and learning to ensure that classroom observations and evaluations lead to measurable improvements in students' academic and personal outcomes.
- expanding students' social contributions and fostering meaningful international partnerships at an age-appropriate level to enrich their global awareness and educational experiences.

Overall School Performance: Very Good

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

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	Acceptable	Acceptable	Acceptable	Acceptable
Social responsibility and innovation skills	Good	Good	Good	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	Very Good	Very Good	Very Good	Very Good

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

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

PS6: Leadership and Management

The effectiveness of leadership	Very Good
School self-evaluation and improvement planning	Very Good
Parents and the community	Outstanding
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	Acceptable ↓	Acceptable ↓	Good
	Progress	Not Applicable	Good	Good	Good

Findings:

- The school's analysis of internal assessment data at the end of AY 2023/24 against the Ministry of Education (MoE) curriculum standards for Islamic education indicates that most students in Phases 2, 3 and 4 attain levels that are above curriculum standards.
- The school has no external national or international assessments for Islamic education in Phases 2, 3, and 4 (Grades 1 to 11). However, the results of the MoE national examination for Grade 12 students in Phase 4, at the end of AY 2023/24 indicate outstanding levels of attainment.
- In lessons and recent work, most students in Phases 2 and 3 attain levels in line with curriculum standards, while the majority in Phase 4 attain levels above curriculum standards.
- Over the past three years, the school's internal attainment data shows that most students in Phases 2, 3 and 4, have consistently attained levels above the MoE curriculum standards. Similarly, trends in the Grade 12 MoE national examination indicate that most students have consistently attained levels above the curriculum standards over the past three years.
- The school's analysis of internal assessment data for AY 2023/24 indicates that most students in Phases 2, 3 and 4 make better than expected progress from their starting points.
- In lessons and recent work, the majority of students across Phases 2, 3 and 4 make better than expected progress in relation to learning objectives that are aligned with curriculum standards and in their work.
- The school's analysis of internal assessment data for different student groups indicates that most students

across Phases 2, 3 and 4, including boys, girls, Emirati students, low and high attainers, and students with additional learning needs make better-than-expected progress. Notably, the majority of Emirati students in Phase 3 demonstrate make above expected progress, while most low-achieving students in Phase 4 make only the expected progress. In lessons, boys, girls, and Emirati students make comparable progress. Throughout the school, students with additional learning needs, including those of determination, make expected progress toward their targets. However, both low- and high-achievers do not consistently achieve the progress they are capable of.

Next Steps:

1. Improve students' understanding of prescribed Surahs and Noble Hadeeth.
2. Enhance students' knowledge, understanding and skills of Tajweed.

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:



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data at the end of AY 2023/24 against the Ministry of Education (MoE) curriculum standards for Arabic as a first language indicates that most students in Phases 1 and 3 attain levels that are in line with curriculum standards, while the majority of students in Phases 2 and 4 are above.
- The school has no external national or international assessments for Arabic as a first language in Phases 2, 3, and 4. However, the results of the MoE national examination for Grade 12 students in Phase 4, at the end of AY 2023/24 indicate outstanding levels of attainment.
- In lessons and recent work, most students in Phases 1 and 3 attain levels in line with curriculum standards, while the majority of students in Phases 2 and 4 attain levels above the curriculum standards.
- Over the past three years, the school's internal attainment data shows that most students in Phases 2, 3, and 4, have consistently attained levels above the MoE curriculum standards. The school has not provided external assessment data analysis for Arabic as a first language. Trends in the Grade 12 MoE national examination indicate that most students have consistently attained levels above the curriculum standards over the past three years.
- The school's analysis of internal assessment data for AY 2023/24 indicates that most students in all phases make better than expected progress from their starting points. In lessons and recent work, most students across Phases 1 and 3 make expected progress, though the majority of students in Phase 2 and the large majority of students in Phase 4 make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school's analysis of internal assessment data for different student groups indicates that groups including boys, girls, Emirati, and low and high attainers make outstanding progress in phases 1 and 2. In Phases 3 and 4, boys make weak progress, and low attainers make acceptable progress. Emirati students make good progress in Phase 3 and outstanding progress in Phase 4. Girls and high attainers make outstanding progress in phases 3 and 4. Students of determination, including those of additional learning needs, make outstanding

progress in Phases 1 and 4, very good progress in Phase 2, and good progress in Phase 3. The school has not identified gifted and/or talented students across Phases 1, 2, and 4, however, in phase 3 this group shows outstanding progress. In lessons, all student groups, including boys, girls, and Emirati students, make similar progress relative to their starting points, particularly in Phases 2 and 4. However, high achievers and students identified as gifted and/or talented receive more consistent support across Phases, enabling them to make slightly more rapid progress than their peers.

Next Steps:

1. Enhance reading fluency in Phases 1 and 2 , while developing phonemic awareness, articulation, and punctuation skills.
2. Strengthen higher-order reading skills in Phases 3 and 4 with focus on debates and research-based learning.
3. Elevate students' extended writing skills, ensuring accurate spelling, punctuation and grammar application.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data at the end of AY 2023/24 against the Ministry of Education (MoE) curriculum standards for Arabic as a second language (ASL) indicates that most students in Phases 2, 3 and 4 attain levels that are above curriculum standards.
- The school has no external national or international assessments for ASL.
- In lessons and recent work, the majority of students across phases 2, 3 and 4 attain levels above curriculum standards. Students demonstrate listening comprehension, speaking and vocabulary acquisition that are above MoE curriculum standards.
- Over the past three years, the school's internal attainment data shows that most students in phases 2, 3 and 4 have consistently attained levels above the MoE curriculum standards.
- The school's analysis of internal assessment data for AY 2023/24 indicates that most students in phases 2, 3, and 4 make better than expected progress from their starting points.
- In lessons and student work, the majority of students across phases 2, 3 and 4 make better than expected progress in relation to learning objectives that are aligned with curriculum standards and in their work.
- The school's analysis of internal assessment data for different student groups indicates that most student groups including boys, girls, and high attainers make better-than-expected progress in ASL across phases 2, 3 and 4. Low attainers make outstanding progress in Phase 2 and acceptable progress in phases 3 and 4. Students of determination, including those with additional learning needs make outstanding progress in Phase 3 and good progress in Phase 4, while gifted and talented students make weak progress in Phase 2 and outstanding progress in Phase 3. The data does not include Emirati students across phases, students of determination in Phase 2, and gifted and talented students in Phase 4. In lessons, all student groups, including boys and girls, make similar progress relative to their starting points. However, high achievers and students with longer exposure to Arabic as a second language receive more consistent support across Phases, enabling them to make slightly better progress than their peers.

Next Steps:

1. Enhance speaking skills through more debates, presentations, and class discussions.
2. Strengthen reading skills with consistent practice in lessons and after school.
3. Improve writing skills with accurate spelling and punctuation through regular practice and self-review.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

Findings:

- The school's analysis of internal assessment data at the end of AY 2023/24 against the Ministry of Education (MoE) curriculum standards for UAE social studies indicates that most students in Phases 2, 3 and 4 attain levels that are above curriculum standards.
- The school has no external national or international assessments for UAE social studies.
- In lessons and recent work, the majority of students across phases 2, 3 and 4 attain levels above curriculum standards.
- Over the past three years, the school's internal attainment data shows that most students in Phases 2 and 3 have consistently attained levels above the MoE curriculum standards.
- The school's analysis of internal assessment data for the AY 2023/24 indicates that most students in Phases 2, 3 and 4 make better than expected progress from their starting points.
- In lessons and scrutiny of students' work, the majority of students across Phases 2, 3 and 4 make better than expected against the learning objectives aligned with curriculum standards.
- The school's analysis of internal assessment data for different student groups indicates that most student groups make better-than-expected progress in UAE social studies.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. Most boys, girls, Emirati students, high attainers, students of determination—including those with additional learning needs—and gifted and talented students make outstanding progress in Phases 2 and 3. Low attainers make good progress in Phase 1 and outstanding progress in Phase 2. In lessons, students with additional learning needs, including those of determination, make expected progress toward their targets. However, both lower- and higher-attaining students do not consistently achieve their potential, highlighting the need for more targeted support and challenge.

Next Steps:

1. Provide students with learning opportunities to deepen their understanding of UAE leaders.
2. Accelerate the progress of low-attaining students in Phase 2.

English

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



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding

Findings:

- The school's analysis of internal assessment data at the end of AY 2023/24 against the French National curriculum standards for English indicates that most students in all phases attain levels that are above curriculum standards.
- The school has no external national or international assessments for English and is exempted from administering International Benchmark tests, including the Programme for International Student Assessment (PISA) and Progress in International Reading Literacy Study (PIRLS). As a result, the school does not measure student performance against standardized international benchmarks. Most of the relatively small number of students who sit for the Cambridge First Certificate in English (FCE) and the Cambridge Preliminary English Test (PET) achieve results above curriculum standards. Additionally, most students in Phase 4 who sit for the French National Diploma (Diplôme National du Brevet) and the French Baccalaureate (Baccalauréat) examinations in English as a second language achieve results above curriculum standards.
- In lessons and recent work, most students across all phases attain levels above curriculum standards. Students demonstrate English knowledge, skills, and understanding that exceed the French National curriculum standards.
- Over the past three years, the school's internal attainment data shows that most students in Phases 1, 2, 3, and 4, have consistently attained levels above the French National curriculum standards. The school has not provided external assessment data analysis for English as a second language.
- The school's analysis of internal assessment data for AY 2023/24 indicates that most students in phases 1,2 and 3 make better than expected progress, however, less than three-quarters of students in Phase 4 make the expected progress from their starting points.
- In lessons and recent work, most students across all phases make better than expected progress in relation to English as a second language learning objectives aligned with curriculum standards.
- The school's analysis of internal assessment data for different student groups indicates that most student groups make better-than-expected progress in English as a second language in Phases 1, 2 and 3, and to a

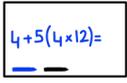
lesser extent in Phase 4. In phases 1, 2, and 3, most boys, girls, Emiratis, low and high-achievers, and students of determination including those with additional learning needs make outstanding progress. However, in Phase 4, all groups make weak progress, except for high attainers and students of determination who make outstanding progress. In lessons, all student groups, including those with additional learning needs, make better-than-expected progress. However, high achievers and students with gifts and/or talents do not always reach their full potential, as the level of challenge is not consistently aligned with their individual capabilities.

Next Steps:

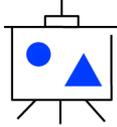
1. Enhance oral expression and purposeful collaboration across all phases.
2. Strengthen written expression with diverse narrative and descriptive tasks, focusing on creative writing in lower grades.
3. Elevate research, and digital literacy skills, promoting cooperative and multimodal comprehension, especially in Phases 2-4.

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:



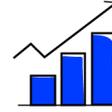
Number and quantity and their use



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 ↑	Very Good	Very Good	Very Good ↓
	Progress	Very Good ↑	Very Good	Very Good	Good ↓

Findings:

- The school's analysis of internal assessment data at the end of AY 2023/24, against the French National curriculum standards for mathematics indicates that most students in Phases 1, 2 and 3, and the large majority in Phase 4 attain levels that are above curriculum standards.
- The school has no external national or international assessments for mathematics and is exempted from administering International Benchmark tests, including the Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS). As a result, the school does not measure student performance against international benchmarks. However, most students in Phase 2 who sit for the French National Diploma (Diplôme National du Brevet) and the French Baccalaureate (Baccalauréat) examinations in mathematics achieve results above curriculum standards.
- In lessons and their recent work, a large majority of students in Phases 1, 2, 3, and 4 demonstrate mathematical knowledge, skills, and understanding above curriculum standards.
- Over the past three years, the school's internal attainment data shows that most students in Phases 1, 2, and 3 have consistently attained levels above the French National curriculum standards. In phase 4, the large majority of students have consistently attained levels above national and international standards. The school has not provided external assessment data analysis for mathematics.
- The school's analysis of internal assessment data for the AY 2023/24 indicates that most students in Phases 1, 2 and 3 and the large majority of students in Phase 4 make better than expected progress from their starting points.
- Based on lesson observations and scrutiny of students' work, the large majority of students across Phases 1, 2 and 3 and the majority of students in Phase 4 make better than expected progress in relation to mathematical learning objectives aligned with curriculum standards and in their work.
- The school's analysis of internal assessment data for different student groups indicates that most student groups make better-than-expected progress in mathematics in Phases 1, 2 and 3, while not all groups in Phase 4 make sufficient progress. In Phase 2, a large majority of low achievers make better-than-expected progress. In Phase 3, a large majority of Emiratis make significant gains. In Phase 4, only a majority of boys,

girls, and low achievers, including students with additional learning needs (students of determination), and those who are gifted and talented make sufficient progress, while the majority of Emirati students make better than expected progress. The school has not identified students with gifts and/or talents in phases 1 and 3. In lessons, most student groups, including those with additional learning needs, make similarly strong progress. However, high achievers and students with gifts and/or talents do not always reach their full potential, particularly in Phase 4, as the level of challenge is not consistently aligned with their individual capabilities.

Next Steps:

1. Enhance mathematical concepts and spatial reasoning skills, such as sorting and sequencing, in Phases 1 and 2, ensuring active exploration of the environment and connecting mathematics to real-life problem-solving.
2. Strengthen problem-solving and reasoning in Phase 3 with multi-step challenges applying rational numbers to real-life tasks including financial literacy, data analysis, and measurement.
3. Elevate students' algebraic reasoning, calculus applications, trigonometric analysis and mathematical modeling skills, ensuring the integration of mathematics with science, economics, and engineering, fostering interdisciplinary learning in Phase 4.

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 ↑	Outstanding ↑	Outstanding ↑	Very Good
	Progress	Very Good ↑	Outstanding ↑	Outstanding ↑	Very Good

Findings:

- The school's analysis of internal assessment data at the end of AY 2023/24 against the French National curriculum standards for science indicates that most students in Phases 1, 2, 3 and 4, including physics, chemistry, and biology, attain levels that are above curriculum standards.
- The school has no external national or international assessments for science and is exempted from administering International Benchmark tests, including the Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS). As a result, the school does not measure student performance against international benchmarks. However, most students in Grades 9 and 12 who sit for the French National Diploma (Diplôme National du Brevet) and the French Baccalaureate (Baccalauréat) examinations in science achieve results above curriculum standards.
- In lessons and recent work, a large majority of students in Phases 1 and 4 and most students in Phases 2 and 3 attain levels above curriculum standards.
- Over the past three years, the school's internal attainment data shows that most students in phases 1, 2, 3, and 4, have consistently attained levels above the French National curriculum standards. The school has not provided external assessment data analysis for science.
- The school's analysis of internal assessment data for AY 2023/24 indicates that most students in Phases 1, 2, 3 and 4, including in physics, chemistry and biology, make better than expected progress from their starting points.
- In lessons and recent work, the large majority of students across Phases 1 and 4 and most students in Phases 2 and 3 make better than expected progress in relation to scientific learning objectives aligned with curriculum standards and in their work.
- The school's analysis of internal assessment data for different student groups indicates that most student groups make better-than-expected progress in phases 1, 2 and 3, except for students of determination including those with additional learning needs who make very good progress and Emirati students who make

the same progress in Physics in Phase 3. In Phase 4, all groups make outstanding progress in biology, except for low attainers who make very good progress. In Physics, Phase 4 boys, low attainers, and gifted and talented students make weak progress, while Emirati, students of determination and high attainers make outstanding progress, and girls make very good progress. In lessons, most groups of students make better-than-expected progress. However, the diversity of learners, especially lower attainers, requires more targeted support, as some students struggle with complex scientific concepts and practical applications, particularly in phases 1 and 4. Simultaneously, there is a need for more extension activities for higher-achieving and more able students, providing them with opportunities to apply advanced scientific reasoning and explore challenging experimental concepts, across all phases.

Next Steps:

1. Raise students' attainment in Phase 4, particularly in physics.
2. Enhance scientific reasoning, encouraging deeper exploration and advanced experimental design across all phases.
3. Develop systematic scientific inquiry, emphasizing predictions, investigations, and hypothesis testing, with targeted support for lower achievers.

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:



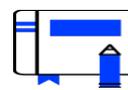
Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Instructional Language	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding

Findings:

- The school's analysis of internal assessment data at the end of AY 2023/24 against the French National curriculum standards for French indicates that most students in Phases 1, 2, and 3, and the large majority of students in Phase 4 attain levels that are above curriculum standards.
- The school has no external national or international assessments for French and is exempt from administering International Benchmark Tests. As a result, student performance is not measured against international benchmarks. However, most students in Grades 9 and 12 who sit for the French National Diploma (Diplôme National du Brevet) and the French Baccalaureate (Baccalauréat) examinations in French achieve results above curriculum standards. Additionally, students in Grades 1 to 5 results from the French national assessments (Évaluations Repères) indicate that most students attain levels above curriculum standards.
- In lessons and recent work, most students in all phases attain levels above curriculum standards. Students demonstrate French speech, language, and communication knowledge, skills, and understanding that are above curriculum standards.
- Over the past three years, the school's internal attainment data shows that most students in Phases 1, 2, and 3 have consistently attained levels above the French National curriculum standards. In phase 4, the large majority of students have consistently attained levels above national and international standards. The school has not provided external assessment data analysis for French.
- The school's analysis of internal assessment data for the AY 2023/24 indicates that most students in Phases 1, 2, and 3 make better than expected progress, while less than three-quarters of Phase 4 students make expected progress from their starting points.
- In lessons and recent work, most students across all phases make better than expected progress in relation to learning objectives aligned with French National curriculum standards.
- The school's analysis of internal assessment data shows that most student groups make better-than-expected progress in French across Phases 1, 2, and 3. In these phases, boys, girls, Emirati students, low and high attainers, and students of determination including those with additional learning needs make outstanding progress, except for Emirati students, who make weak progress in Phase 3, and students of

determination, who make very good progress in Phase 2. In Phase 4, progress varies across groups. Most students make weak progress, with low attainers making very weak progress, while high attainers achieve outstanding progress. In lessons, most student groups exceed expected progress. However, both lower- and higher-achieving students do not consistently reach their full potential, highlighting the need for targeted support for lower attainers and greater challenges for higher achievers.

Next Steps:

1. Enhance students' oral and written expression across all phases.
2. Strengthen students' extended writing skills to use linguistic structures effectively and adapt to various contexts.

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 enjoy learning and can articulate their understanding when given the opportunity. Students in all phases are engaged and are active participants in their lessons and learning routines are well-established in a large majority of lessons. In many lessons, and especially in the phases 3 and 4, students take more responsibility for their own learning.
- Students' interactions in all phases are consistently positive. Students collaborate effectively in groups, although sometimes these activities could be more purposeful and structured. In KG, students work together successfully to share ideas when provided with appropriate opportunities. They are motivated and keen to learn and interact and collaborate with their friends. Students' use of effective communication skills, especially when presenting in French and in English, is of a high quality.
- Students in KG regularly make meaningful connections between areas of learning, and they relate these well to their understanding of the world and their own lives. Students in other phases sometimes make connections to real life examples, although this is not a consistent feature in all subjects. In phases 3 and 4, a large majority of students can regularly make connections with areas of learning from their own experiences and their understanding of the world.
- Students in all phases are developing their problem-solving during planned learning activities in lessons. However, opportunities to develop their research skills, particularly by using individual or group digital devices, are limited during lessons. In phase 4, students have more opportunities to develop their innovation and enterprise skills as curricular opportunities are more available for this to happen. Opportunities for applying critical thinking skills are not consistently developed in lessons.

Next Steps:

1. Increase students' engagement in structured cooperative and collaborative learning activities in lessons.
2. Provide opportunities for students to develop their research skills in lessons, particularly through the use of appropriate digital devices.
3. Embed opportunities to develop students' critical thinking skills in lesson planning, particularly in phases 2 and 3.

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 across all phases exhibit consistently positive attitudes toward learning, demonstrating a very strong commitment to success. They show resilience and perseverance, responding very well to constructive feedback, which fosters their sense of responsibility and accountability. However, there are a few students that can be hesitant to take risks in their learning, highlighting the need for strategies to build confidence in exploring challenges.
- Students are frequently self-disciplined and respond well to others. The school's behavior systems are highly effective, supported by structured frameworks and programs like peer mediation, Social-Emotional Learning (SEL) and leadership platforms, such as "Conseil de la Vie Collégienne" (CVC) and eco-delegates, which foster empathy, self-regulation and active citizenship. These initiatives contribute to a safe and supportive environment that is conducive to learning. Bullying is very rare.
- Students are sensitive to the needs and differences of others and consistently help each other. Relationships across the school community are characterized by very strong mutual respect and trust. Inclusive policies, teacher training and practices such as the "listening point" promote a welcoming atmosphere, encouraging students to seek support independently.
- Students demonstrate a secure understanding of safe and healthy living and actively adopt healthy lifestyles through nutrition workshops, physical education programs, and wellness initiatives such as Wednesdays. Digital safety lessons, sensory circuits, and mindfulness practices further support physical and mental well-being, while regular health screenings and parent collaboration reinforce these efforts, ensuring a holistic approach to student well-being. However, healthy lifestyles are not always fully integrated into subjects like science, social studies, and moral education, limiting opportunities for students to initiate and participate in activities that connect well-being concepts to broader learning contexts.
- Attendance across all Phases is good (95%), demonstrating the school's effective monitoring systems and attendance and punctuality policies. However, attendance and punctuality in Phases 1 and 4 remains slightly lower than in other Phases and requires strategic focus to improve rates to very good (96%).

Next Steps:

1. Expand SEL programs and leadership platforms to ensure exemplary behavior permeates and influences the school.
2. Strengthen attendance and punctuality, particularly in Phases 1 and 4.

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	Acceptable	Acceptable	Acceptable	Acceptable

Findings:

- Students demonstrate adequate awareness of Islamic and Emirati values. They understand the influence of Islamic values on contemporary UAE society and highly appreciate social life in the UAE. Students acknowledge safety, security and multicultural diversity as unique features of the UAE society. However, their application of Islamic values in their daily routines is not yet consistent, particularly in Phases 3 and 4.
- Students across all Phases, particularly in Phases 3 and 4, have developed a basic understanding of the UAE traditions, culture and heritage. They also acknowledge and appreciate the rituals of Ramadan month in the UAE and speak highly about the generosity and kindness of Emirati people towards unfortunate people. Moreover, students, particularly from Phases 1 and 2, engage in celebrating national events such as National Day and Flag Day but they hardly take a leading role in organizing those events and taking initiatives on their own.
- Students across the school clearly understand their own culture and can compare it with other cultures. They listen respectfully to the UAE and French national anthems and stand still during the daily flag-raising ceremony. The school's multicultural student body enhances cultural awareness, helping students develop a clear understanding of diverse traditions presented in their classes. In higher phases, students explore global cultures through integrated lessons in history, social studies, and English. However, their awareness remains limited to cultures represented within the school community.

Next Steps:

1. Strengthen students' understanding and daily application of Islamic values, particularly in Phases 3 and 4.
2. Increase student leadership in cultural events and participation in national celebrations.
3. Broaden students' awareness of world cultures with greater consistency in research, exposure, and engagement.

Social responsibility and innovation skills

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

Findings:

- Students demonstrate a clear understanding of their responsibilities as members of the school community, with some taking on key leadership roles such as Eco-delegates and young reporters. From Phase 2 onwards, each class elects two student representatives, fostering active participation in school decision-making. Students volunteer to address real-world challenges, including health and citizenship and meet several times per year to develop projects reviewed by the environment committee. These initiatives support students in growing as responsible citizens, promoting collaboration, empathy and environmental stewardship, although to a lesser extent in Phase 1. Their voluntary contributions positively impact both the school and the wider community, reinforcing a culture of social responsibility and civic engagement.
- Students across all Phases demonstrate a positive work ethic, with some taking initiative and making independent decisions in their learning and activities. However, students do not always demonstrate their financial literacy skills in making informed economic decisions, particularly in Phases 1 and 2. Students exhibit creativity and innovation, enjoying opportunities to develop their own projects. Older students serve as role models for younger peers, leading inter-class events and collaborative initiatives such as sports competitions, reading projects and peer tutoring, fostering a supportive and engaged school community.
- Students across all phases care for their school and demonstrate a strong commitment to environmental sustainability through active participation in various initiatives. Students reduce single-use plastics by using reusable water bottles and engage in "AEFE's Ambassadors en Herbe" program, fostering leadership and global awareness. They have led initiatives such as refurbishing the student lounge, renovating the Technology Room, and developing the school's Webradio platform. Field trips to the Louvre and COP28 enrich their cultural and environmental awareness, with COP28 offering firsthand insight into global climate action. Their efforts include a recycling partnership with RECAP, fundraising for Operation Smile and Pink October, and securing AEFE sustainable school accreditation, demonstrating strong environmental and social responsibility.

Next Steps:

1. Increase community involvement, volunteering, and social contributions to engage more students, with a focus on Phase 1.
2. Enhance students' financial literacy, empowering them to make informed economic decisions, especially in Phases 1 and 2.
3. Provide opportunities for students of all ages to develop enterprise and innovation skills through community-based projects.

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 across all phases demonstrate strong subject knowledge and effectively apply it, with a clear understanding of how students learn. They adapt lessons to meet individual needs, ensuring students progress beyond curriculum expectations.
- Teachers plan engaging lessons, provide motivating learning environments and use time and resources skillfully to enable all groups of students, although to a lesser extent in Phase 4 in mathematics, physics and French. Differentiated strategies, such as personalized tasks and flexible grouping, are implemented in many lessons, enabling learners to succeed and engage actively. However, some inconsistencies in lesson planning result in students not always having a clear sense of achievement, particularly in Arabic as a first language and Islamic education.
- Teachers' interactions with students ensure that they are keen to learn, although in some instances the quality of questioning and dialogue varies in depth and challenge that promotes meaningful discussions. Nonetheless, lessons across all Phases are highly engaging, particularly in English and French, across all Phases of the school, as well as science in Phases 2 and 3.
- Most teachers use strategies that are highly effective in meeting the individual needs of students, such as flexible grouping and personalized instruction. However, the inconsistent application of these strategies across subjects and Phases hinders some students' ability to achieve their best outcomes, particularly lower- and higher-achieving students.
- Teachers systematically develop students' critical thinking and problem-solving skills, which is evident in the large majority of classes, although a few students inconsistently reflect on their work, across all Phases and subjects. While students demonstrate independent learning skills in some areas, there are inconsistencies in monitoring and challenging their progress, limiting the development of critical thinking and innovation, particularly in Arabic medium subjects, as well as mathematics, physics, and French in Phase 4.

Next Steps:

1. Ensure lesson planning incorporates detailed differentiation strategies to address the diverse needs of all learners, particularly low and high achievers, across all subjects and phases.
2. Strengthen the quality and consistency of questioning techniques across all subjects to promote deeper thinking, reflective dialogue, and meaningful discussions.
3. Increase the integration of activities that foster creativity, problem-solving, and critical thinking across all phases and subjects.

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 applied across all phases. Students receive a report card each term, summarizing their assessment results and providing a comprehensive overview of academic and personal achievements. Assessments are rigorously aligned with the French National Curriculum, ensuring valid and reliable measures of student progress. In Phase 1, assessment protocols and processes are directly linked to French Curriculum standards, with teachers utilizing formative assessments to generate data that informs instruction. School-wide assessment policies are clear, comprehensive, and consistently implemented across all subjects, ensuring uniformity in evaluating student learning outcomes.
- The school effectively benchmarks students' academic outcomes in Arabic, French and English-medium subjects against international standards. It administers French national assessments, which are mandatory under the French National Curriculum (Ministère de l'Éducation Nationale et de la Jeunesse, MENJ), including Évaluations Repères in French and Mathematics for Grades 1 to 6, the Diplôme National du Brevet (DNB) at the end of Grade 9, and the French Baccalaureate (Baccalauréat Français), which includes an exam in French Literature at the end of Grade 11 and exams for all other subjects at the end of Grade 12. Additionally, the school utilizes the Certificat International de Maîtrise en Arabe (CIMA) from the Arab World Institute (Institut du Monde Arabe, IMA) in Paris, alongside standardized assessments for Arabic. The school did not participate in the Programme for International Student Assessment (PISA) in 2022, the Progress in International Reading Literacy Study (PIRLS) in 2021, or the Trends in International Mathematics and Science Study (TIMSS) in 2023 and therefore does not have performance targets for these assessments.
- Assessment data are analyzed well, providing accurate and detailed insights into students' progress individually and as groups. In Phase 1, assessment information is internally reviewed to give teachers and the senior leadership team a comprehensive overview of each student's academic achievement. Across all phases, assessments undergo rigorous analysis by subject teams, ensuring validity and consistency in evaluating student progress. In Phase 4, within the Language of French instruction, teachers implement comprehensive summative assessments that include a wide range of exercises. However, they also integrate formative assessments, such as the "dissertation" exercise, which supports students' writing skills through detailed correction and analysis of difficulties, ensuring a balanced approach to student learning and development.
- Assessment information is effectively used to inform teaching and curriculum adjustments, ensuring the learning needs of all student groups are met and progress is enhanced, though less so in Arabic-medium subjects. Across all Phases, assessments are rigorously analyzed by grade-level subject teams to maintain consistency in evaluating student performance. Teachers understand students' abilities well, but the most academically able are not always sufficiently challenged. In Phase 2, the computerized Évaluations Repères provides precise student performance analysis. The Edumouv app tracks individual skill profiles, supporting targeted interventions, while Pronote monitors student results, informing teaching strategies. However, assessment data use in lesson planning varies across Phases, being highly effective in Phases 1 and 2 but less consistent in phases 3 and 4. In these later Phases, assessments remain mainly summative, despite analysis of internal and external results like the Grade 6 placement test and the Diplôme National du Brevet (DNB) to track performance.
- Teachers are increasingly implementing real-time assessment grids with success criteria during lessons, ensuring immediate feedback and structured assessment of student progress. Teachers have good

knowledge and understanding of their students' strengths and weaknesses. They provide well-focused challenge, support, feedback and follow-up, though to a lesser extent in Arabic-medium subjects, as well as in physics in Phase 4. Although teachers' use of formative assessment is strong, their guidance does not always ensure students have successfully responded to their advice or self-assessed their own learning. As a result, individualized support and challenge, particularly in meeting the needs of different groups of students is inconsistent.

Next Steps:

1. Facilitate communication about assessment information to influence teaching and curriculum.
2. Provide more opportunities for students to self-assess their learning in lessons.
3. Utilize assessment information comprehensively to address each student's individual learning needs.

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 follows the French National Curriculum for English- and French-medium subjects, with a clear rationale aligned with the UAE Ministry of Education (MoE) requirements for Islamic education, Arabic, and UAE social studies. It is fully compliant and accredited by the French Ministry of Education, with homologation renewed every five years, and operates under the supervision of the Agency for Teaching French Abroad (AEFE). The curriculum is relevant, with a strong balance of skills, knowledge, and understanding, and promotes innovation and challenge. While it provides the required subject content, it must be further customized across all phases to align more closely with the UAE's national educational vision. This will strengthen students' understanding of national identity, values, and heritage while maintaining academic rigor and progression.
- The curriculum is effectively planned to ensure seamless progression across all Phases, with very strong planning in English- and French-medium subjects. However, Arabic-medium subjects show less continuity in progression. Vertical curriculum mapping between KG2 and G1 supports coherent learning transitions between phases 1 and 2. The scope and sequence of activities build on students' existing knowledge, meeting the needs of almost all student groups, particularly in English and French across all phases and in science in phases 2 and 3. However, student retention and outcomes in Arabic and Islamic education are lower compared to other subjects, and these lessons are scheduled in the afternoon, resulting in longer school days. The school delivers English, Arabic and Islamic education within the allocated time frame. As a result, older students in English- and French-medium subjects develop a strong foundation, preparing them very well for the next phase of their education within the school and beyond.
- The school offers a wide range of language and subject options. The curriculum offers a wide range of subject and language options, providing older students with very good choices and learning opportunities. The school actively implements "pédagogie de projet" (project-based learning), engaging students in collaborative, cross-phase projects that enhance opportunities for older students to study topics of interest and achieve success.
- Cross-curricular links are thoughtfully planned, ensuring meaningful integration within the French National Curriculum, particularly in English- and French-medium subjects. Transdisciplinary activities are incorporated across all Phases, with Phase 3 students benefiting from *Enseignements Pratiques Interdisciplinaires* (EPI), or "Interdisciplinary Practical Teaching," which fosters strong interdisciplinary learning and application of knowledge. These activities are well-managed and effectively support the transfer of learning between subjects, although further strengthening is needed in Arabic-medium subjects.
- The school regularly reviews the curriculum in alignment with student achievement expectations in the Diplôme National du Brevet (DNB) and Baccalaureate exams. The curriculum review process involves the senior leadership team, subject leaders, and teachers from each grade level. It evaluates subject coverage, the impact of content on student achievement, and feedback from students and teachers to ensure continuous improvement. Changes to the curriculum are thoughtfully considered in English- and French-medium subjects, effectively meeting the needs of nearly all students, including those with additional learning needs, particularly in Phases 1, 2, and 3. While the French National Curriculum is systematically

developed to provide strong academic provision, the same rigor and structured review must be applied to Arabic-medium subjects, with greater emphasis on Abu Dhabi and national priorities to enhance curriculum alignment and effectiveness.

Next Steps:

1. Continue utilizing the French curriculum's guidance while adapting learning progression to meet the needs of all students, especially those with special educational needs.
2. Integrate real-world applications and project-based learning to enhance understanding and connect lessons to students' experiences.

Curriculum adaptation

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

Findings:

- The school is very successful in adapting its curriculum to meet the diverse needs of most students through ongoing evaluations, regular reviews and structured progression within the French national curriculum. Tailored modifications, including Individual Education Plans (IEPs), are developed collaboratively with the inclusion department and subject teachers to support students with additional needs. However, in Phase 4 English, physics, mathematics and French, the implementation of these adaptations is inconsistent, limiting the effectiveness of support for students of determination, gifted and/or talented learners.
- The curriculum highly fosters the practical application of knowledge through project-based learning and interdisciplinary modules, complemented by extracurricular activities, field trips and community involvement, benefiting almost all students. School programs emphasize entrepreneurial thinking, reasoning and inquiry-based skills. While science lessons develop investigative abilities, Arabic-medium subjects reinforce national identity and cultural appreciation. However, the availability of specialized teachers, as well as the time and frequency of Arabic-medium subjects require improvement to provide students with greater opportunities for engagement and deeper learning. Strengthening innovation and imagination in Arabic-medium subjects will further enhance critical thinking, engagement, and real-world application, ensuring a holistic and future-focused learning experience.
- Coherent learning experiences are embedded within the curriculum, integrating UAE values, culture, and society through subjects like UAE social studies, Islamic education, Arabic, mathematics, and French. This approach ensures students develop a deep appreciation for Emirati heritage and traditions. Various programs and initiatives are incorporated to enhance students' understanding of UAE history, national identity, and societal values. However, to better align with the UAE's educational vision, a greater emphasis on enterprise, innovation, and creativity across all phases is needed. Expanding real-world applications and interdisciplinary projects will strengthen students' appreciation of Emirati contributions and foster problem-solving and entrepreneurial thinking. Additionally, refining lesson planning templates to include clear success criteria and stronger links to Emirati culture and society will ensure a cohesive and culturally enriched learning experience.

Next Steps:

1. Enhance curriculum adaptations in Phase 4 English, physics, mathematics, and French to better support students of determination and gifted/talented learners.
2. Ensure Emirati culture and UAE society are integrated across the curriculum, with clear success criteria to guide student outcomes.

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 maintains rigorous safeguarding procedures, which are regularly reviewed to align with best practices. Child protection and safeguarding policies are clearly documented, shared with stakeholders, and signed by all adults in contact with students, resulting in a fully aware school community. Mandatory staff training is conducted, with comprehensive records maintained to ensure compliance. This school implements meticulous measures to protect students from all forms of verbal, physical and emotional/psychological abuse and bullying, including cyber safety. As a result, the school fosters a highly effective, secure and supportive environment that is conducive to learning.
- The school consistently provides a fully safe, hygienic and secure environment for all members of the school community. Health and safety procedures are rigorously monitored through systematic inspections, fire drills and emergency protocols. The health and safety committee meets regularly to review and update policies based on comprehensive risk assessments and safety checks, with immediate mitigating action to address potential risks. Staff and students fully understand safety protocols and actively contribute to maintaining a secure environment. Students are continuously supervised around the school, and bus supervision procedures are exceptionally effective, ensuring safe transport to and from the school. The school conducts three emergency fire evacuation drills per year, along with intruder and lockdown rehearsals, and remains fully compliant with Civil Defense regulations.
- The school maintains buildings and equipment in excellent condition, ensuring a safe and well-regulated environment. External organizations are contracted to manage key health and safety functions, including CCTV and alarm systems, medical services, 24-hour site security, pest control, water quality testing, tank maintenance, laboratory chemical disposal, and daily cleaning. All regulatory checks are up-to-date, with approved provider contracts in place. The school is clean, with a well-equipped medical clinic staffed by two full-time qualified nurses. Nurses conduct regular medical checks, support unwell students, and administer essential medications, which are securely stored, regularly reviewed, and replaced as needed. All medical incidents are recorded and stored securely, ensuring compliance with health and safety protocols.
- The school offers a safe, secure, and well-maintained environment for all members of the school community. Most areas are fully accessible, with improvements underway to ensure full accessibility, including the ongoing renovations and new buildings. While some spaces, like narrow stairwells, lack handrails and the swimming pool remains inaccessible, the school is committed to addressing these issues. Safety measures are effectively implemented, with impact-resistant flooring in outdoor play areas and padded door frames in Phase 1 to prevent injury. Noise-reduction ceiling panels in the canteen enhance the acoustic environment, supporting students with additional learning needs. The school also features well-designed spaces that foster an inclusive, comfortable, and supportive learning environment. These ongoing efforts ensure students remain safe, with continual improvements to enhance accessibility and safety across the campus.

- The school's promotion of safe and healthy living is successful. It is given a high profile and clearly influences all aspects of school life. The canteen provides a diverse and nutritious selection of healthy food options, supporting students' well-being and dietary needs. The school is proactive in promoting healthy lifestyles, ensuring daily outdoor physical activity opportunities for all students. Comprehensive heat and sun protection measures are in place, including the shading in all outdoor areas. Fresh drinking water is readily accessible throughout the school to support hydration and overall student health.

Next Steps:

1. Eliminate potential tripping obstacles, including uneven surfaces, in outdoor spaces to improve student safety and accessibility.
2. Install handrails on narrow stairwells to enhance mobility support and prevent accidents.
3. Repair and restore the on-site swimming pool to ensure safe, accessible aquatic activities for all students.

Care and support

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

Findings:

- Staff have positive relationships with students at the school whom they know very well. Climate and culture is characterized by mutual respect between students and adults. Expectations for all students' good conduct and behavior are clear and understood by all, and these are shared with parents and temporary staff.
- The school effectively promotes good attendance through accurate record-keeping and well-established protocols for managing and tracking individual students. Attendance and punctuality systems are routine and deeply embedded. The follow-up process for unauthorized absences and tardiness is efficient and effective. While the overall impact shows improved attendance levels, Phases 1 and 4 still have slightly lower rates compared to other phases, and the recognition and rewards for attendance and punctuality in these phases could be strengthened.
- The school has established appropriate systems to identify students with additional learning needs, including students of determination, as well as those with gifts and/or talents.
- Across all Phases, 4.40% of the school population are identified with additional learning needs, with the majority in Phases 3 and 4. These needs include medical conditions, language acquisition support, and gifted/talented students. In Phase 1, (0.15%) is identified as having additional needs, while Phase 2 has 3% of students identified, including one gifted student (0.15%). While the school has specialist staff to support the identification process, inconsistencies remain in teachers' understanding of procedures. Further professional development and a more structured approach to early identification and intervention are needed.
- The school provides appropriate support for most students with additional learning needs, including students of determination and those with gifts and/or talents. Individual Education Plans (IEPs) are regularly reviewed, fostering trust between parents and the inclusion team through a collaborative, team-based approach. While modifications support diverse learning needs, gaps remain, particularly in Arabic as a Second Language (ASL) in Phase 2 and French, English, mathematics, and physics in Phase 4. Strengthening differentiation and ensuring consistent accommodations across all subjects would enhance inclusivity.
- The well-being and personal development of all students are routinely monitored, ensuring that trusted and well-informed data is available on students' academic achievements. The school's care and guidance systems, led by the school counselor, provide effective support for students' well-being and personal development, fostering a positive and inclusive school environment. Students and their families value the personalized support provided, which address both academic and personal challenges. In addition, subject and career guidance is available for senior students, helping them make informed decisions about their future pathways, whether in further education or employment.

Next Steps:

1. Enhance the reward system for consistent attendance and punctuality, especially in Phases 1 and 4.
2. Strengthen early identification of students with additional learning needs, including students of determination and gifted learners, particularly in Phases 1 and 2.
3. Ensure modifications and accommodations are comprehensive and consistently applied, especially in ASL (Phase 2) and French, English, Mathematics, and Physics (Phase 4).

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good

Findings:

- The senior leadership team, comprising the principal and vice-principals, set a very clear strategic direction and a bold vision that is well-aligned with the French National curriculum and the school's founding principles. This vision is effectively shared and embraced by staff, students, parents, and the wider school community, fostering a strong sense of unity and purpose. The leadership team demonstrates a high level of commitment to the UAE's priorities and National Agenda. The principal provides strong, experienced leadership, fostering an inclusive and respectful school culture where all students and staff feel valued and supported. This commitment to inclusion extends to the 68 students with additional learning needs, for whom the school provides targeted support. However, the alignment of internal and external assessment data remains an area for development, as the school is exempt from participating in international benchmarking examinations, such as TIMSS, PISA, and PIRLS.
- Leaders at all levels, including the principal, demonstrate a thorough knowledge and comprehensive understanding of the French National curriculum and best practices in teaching, learning, and assessment. However, this depth of knowledge is less evident in Arabic-medium subjects. The senior leadership team, along with all other middle leaders and teachers, contributes to a very positive learning culture focused on developing students' knowledge, understanding and learning skills. Students are encouraged to take responsibility for their own learning, particularly in higher grades. However, the use of appropriate digital learning technologies could be developed further through the development of a coherent digital learning strategy and plan to avoid duplication and ensure that digital technologies are focused on supporting students' learning.
- Relationships and communications are consistently professional between all stakeholders. As part of its ongoing leadership restructuring, the school has adopted a distributive leadership model, empowering highly competent and skilled individuals and teams to take shared responsibility for driving improvement. Subject coordinators voluntarily assume administrative and organizational duties, contributing to the overall efficiency and effectiveness of curriculum delivery. The senior leadership team observes lessons and supports teachers to ensure the quality of teaching for effective learning and to support teacher career growth. Teachers seconded from the French National system are inspected by inspectors from the French Ministry of Education on a regular basis. While this leadership approach has led to very good or better-quality outcomes, its impact is less evident in Arabic-medium subjects. Nonetheless, the school has very high morale.
- All leaders have a clear understanding of their roles in maintaining and further developing the high standards the school has achieved. Their strategic planning is informed by recommendations from the previous inspection report and aligned with the French national evaluation criteria, ensuring a well-structured approach to school improvement. A key area of focus for senior leaders has been raising student achievement in Arabic-medium subjects. However, with the adoption of a new leadership model, there is an opportunity to further refine roles and responsibilities further, particularly at the middle leadership level. Strengthening middle leadership structures will be essential to maintaining the school's momentum and capacity for sustained improvement.

- Leaders have been innovative and very successful in developing the school. They hold staff to account through regular analysis of student's performance data, lesson observations and reviewing the effectiveness of how learning resources are used to support students' learning as they progress through their subject learning. The school has raised or consolidated standards in most subjects, apart from Arabic-medium subjects. The school has maintained high-performance levels in mathematics, science, French, and in English. The levels of health, safety and safeguarding provided for students remain very high. Leaders ensure that the school is compliant with all statutory requirements.

Next Steps:

1. Further develop instructional strategies and intervention programs, ensuring all students make continuous progress.
2. Strengthen professional learning communities (PLCs) to enhance collaboration among English, French, and Arabic-medium teachers in sharing effective strategies and curriculum practices.
3. Establish a clear leadership model that defines roles and responsibilities at all levels, with a specific focus on middle leadership.

School self-evaluation and improvement planning

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

Findings:

- Systematic and rigorous self-evaluation, using both internal and external data, is embedded in the school's improvement planning and in its practices at almost all levels. The senior leadership team consults staff, parents, and teachers through the Conseil d'Établissement (CE) as part of the self-evaluation process. However, stakeholder engagement and feedback are not consistently integrated in the early stages of the evaluation cycle. The self-evaluation process relies on using data gathered from a range of sources, including internal achievement data, external French national examination data, lesson observation data and stakeholder feedback. Senior leaders display an extensive understanding of the school's strengths and areas requiring improvement, ensuring the school's development planning process is well-informed and strategically focused.
- The senior leadership team implements a systematic and very effective approach to monitoring teaching and learning, ensuring that high-quality instruction is consistently delivered across the school. This process includes regular learning walks and formal observations, allowing leaders to provide targeted feedback and identify areas for professional development. Although lesson observation tools are adapted from those used in the French national system, templates could align more with the UAE Inspection Framework and focus more on the learning outcomes of the process, which then form the basis of feedback to the teacher. Additionally, the impact of these monitoring efforts on student achievement in Arabic-medium subjects, as well as for lower-and higher achieving students is not as strong.
- School improvement plans are comprehensive and based on thoughtful self-evaluation, although it is written to fulfil the requirements of the French national system. They contain detailed actions and well-focused goals, though they could be strengthened in their alignment to the six performance standards of the UAE Inspection Framework. Recent improvement plans have brought notable improvements to the work of the school, although they could be strengthened in Arabic-medium subjects.
- The school has implemented actions to meet all the recommendations from the previous report. Developments in the school are managed carefully with a very strong focus on achieving the goals within realistic timescales. Action plans have been created to address specific areas of focus, such as strategies to improve the impact of leadership in Arabic-medium subjects. Consequently, the school has made significant progress in addressing all of the recommendations from the previous report.

Next Steps:

1. Engage all stakeholders early in self-evaluation, ensuring alignment with the UAE Inspection Framework.
2. Strengthen the consistency and effectiveness of monitoring and feedback to support all students, particularly lower and higher achievers.
3. Ensure lesson observation templates are further developed to align with the UAE Inspection Framework, with a greater focus on learning outcomes.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Outstanding

Findings:

- School leadership is highly successful in extensively fostering very strong partnerships with parents, actively engaging them in student learning and the broader school community through the Comité des Associations des Parents d'Élèves (CAPE), the school's parent association. The school frequently seeks parents' perspectives and insights, particularly through the Conseil d'Établissement (CE), a representative stakeholder group with an advisory role in school decision-making. Parents' representatives make highly positive contributions for enhancing student outcomes, raising overall standards, while focusing on the quality of school experience for all stakeholders. However, parents are not always directly involved in the school's self-evaluation and development planning processes.
- As a result of highly effective communication, parents are consistently informed about their children's learning and development. The school utilizes a variety of communication strategies to empower parents about their child's learning, as well as school activities and events. Parents of students with additional learning needs are partners in their child's education, with positive and collaborative relationships with teachers and school leaders.
- Reporting on students' academic progress and personal and social development is ongoing, comprehensive and detailed. The school provides regular updates on students' progress through termly report cards that portray accurate and clear aspects of their child's achievements, internal assessments and areas for improvement. Parents also have access to daily assessments, student work and teacher feedback via the ProNote platform in Phases 3 and 4.
- The school makes sustained social contributions to international communities, as well as in local and national communities. It has established external partnerships; Links with the local communities include partnerships with La Sorbonne, Louvre Abu Dhabi and the ADEK sports competition. Close links exist with the other French schools of the UAE and Oman. There is also a strong partnership with the German School. In February 2024, the school joined the UNESCO Associated Schools Network. However, the range of partnerships and proportion of student involvement is not always optimized to ensure greater social awareness and meaningful social contribution for students across all phases of the school.

Next Steps:

1. Establish structured consultation mechanisms, including focus groups, surveys, and feedback sessions, to gather parental input before key decisions.
2. Enhance the feedback loop to actively involve parent representatives in strategic planning discussions within the Conseil d'Établissement (CE) and other advisory committees.
3. Broaden community, national, and international partnerships to enrich students' learning experiences and achievements across all phases.

Governance

Performance Indicator	Quality judgement
Governance	Very Good

Findings:

- Governance includes representation from almost all stakeholders. The school operates as a French government educational establishment, directly overseen by the French government and managed through the Agency for French Education Abroad (AEFE), which is responsible for all French schools outside metropolitan France. As a legally recognized part of the French Embassy in Abu Dhabi, the school benefits from structured governance and regulatory oversight. The governance structure includes representation from the French Embassy and a French National Primary Education Inspector, who is based within the school to provide ongoing oversight and guidance. At the local level, the Conseil d'Établissement (CE- Governing Board) serves as a representative advisory body, ensuring day-to-day involvement in the school's decision-making and operational functions. This multilevel governance model ensures that the school remains aligned with French educational standards, while also addressing local regulatory requirements and maintaining highly effective school operations.
- The Governing Board systematically monitors the school's actions and holds senior leaders accountable for the quality of school performance, including student achievement and personal development. The principal and senior leadership team are regularly evaluated based on performance reports and stakeholder satisfaction surveys, ensuring transparency and continuous improvement. The Governing Board plays an effective role in overseeing school operations, but its involvement in the self-evaluation and school development planning processes tends to occur at later stages. Engaging the Governing Board earlier in these processes would strengthen its influence in strategic decision-making. While Governing Board members and representatives from the French Embassy do not participate in the evaluation of pedagogical elements, they contribute constructively by providing valuable feedback and offering strategic direction that supports the school's ongoing efforts for improvement.
- The Governing Board exerts a very positive and ethical influence on the school's leadership and strategic direction, ensuring that decision-making aligns with principled governance practices. The French Embassy and the principal play a key role in ensuring that all staff members are suitably qualified, supporting a very high standard of teaching and leadership. To enhance professional competencies, the school provides regular and targeted professional development opportunities for teaching, management and staff, fostering a culture of continuous learning and improvement. Resources for teaching and learning are appropriate and of good quality, ensuring that students benefit from a very well-equipped learning environment. The Governing Board is actively engaged in the recommendations from the last inspection report, particularly in encouraging the school to focus on raising achievement levels in Arabic-medium subjects. Additionally, the French Embassy and the principal ensure that the school remains fully compliant with all statutory requirements, reinforcing its commitment to regulatory excellence and operational integrity.

Next Steps:

1. Involve the Governing Board earlier in the self-evaluation and school development planning processes to enhance strategic input and oversight.
2. Conduct regular governance reviews of Arabic-medium subject performance, incorporating data analysis and expert recommendations into school-wide improvement strategies.
3. Continuously assess the impact of training programs on teaching quality and student outcomes to ensure professional development investments lead to measurable improvements.

Management, staffing, facilities and resources

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

Findings:

- The day-to-day management of the school is highly organized, ensuring efficient operations that positively impact student achievement. Well-structured procedures and routines support a smooth learning environment, reinforcing high behavioral and academic standards. The senior leadership team plays an active and visible role in school life, exemplified by their presence at the school gate each morning and participation in morning assemblies, fostering a supportive and engaged school culture. Additionally, supervision structures are well implemented across the playground, corridors, and canteen, with an effectively managed duty allocation timetable, ensuring student safety and appropriate behavior management. However, challenges in the timetable and resource allocation for Arabic-medium subjects continue to hinder student progress.
- The school meets the accreditation requirements of the Agency for French Education Abroad (AEFE), ensuring appropriate staffing aligns with French educational standards. The majority of staff are French nationals or fluent French speakers, reinforcing the school's linguistic and pedagogical consistency. Staffing is reviewed annually to address the school's evolving needs, though constraints imposed by the French authorities limit flexibility in recruitment and staffing adjustments. Despite these limitations, pedagogical priorities remain the driving force behind staffing decisions, ensuring that educational quality and student learning remain at the forefront. The school provides continuous professional development (CPD) opportunities for all staff, fostering a culture of ongoing learning and improvement. Notably, specialized CPD sessions for Arabic teachers demonstrate a commendable effort to enhance subject-specific instruction. However, further evaluation is needed to assess the impact of these initiatives on teaching effectiveness and student outcomes.
- The school's premises are of high quality, featuring a range of specialist facilities designed to ensure accessibility for all students. The Maternelle (Phase 1) and CP (Cours Préparatoire – Phase 2) building provides modern facilities, including shaded outdoor spaces, refurbished play areas, and gardens, which enhance learning and recreational experiences for younger students. However, older buildings require modernization, as they feature basic furniture and minimal displays, impacting the overall learning environment. Additionally, key facilities such as the gym, swimming pool, and auditorium remain closed, delaying their potential impact on learning and extracurricular activities. The Fablab is a notable strength, offering innovative coding and robotics courses, as well as targeted support for gifted and/or talented students. Building D, which houses science labs and a school library for higher Phases, provides valuable academic resources, although varied classroom sizes sometimes pose challenges for group work. While music and art rooms meet basic curriculum requirements, they lack sufficient resources for practical engagement, with limited access to musical instruments and art materials. Improvements to infrastructure and resource allocation in these areas would significantly enhance students' creative, collaborative, and extracurricular experiences, further supporting a dynamic and engaging learning environment.
- The school provides a range of resources that align with curriculum requirements and support both teachers' and students' needs, promoting effective teaching and learning. Certain curriculum areas are well-resourced, ensuring equitable access to materials that support diverse learning needs and foster academic success. However, the integration of technology remains underdeveloped. While computers and tablets are regularly updated, and Phase 1 classrooms are equipped with smartboards, other classrooms rely primarily on projectors. The limited availability of digital devices for student use, apart from mobile phones permitted in the Lycée (Phase 4), restrict access to essential digital tools, limiting opportunities for

technology-enhanced learning. The school's libraries provide age-appropriate materials and digital literacy resources, such as "I Read Arabic," supporting literacy development. However, a broader adoption of digital learning tools across subjects is necessary to better align with UAE educational priorities and ensure greater student engagement with technology-driven learning experiences.

Next Steps:

1. Establish an impact assessment process to evaluate professional development effectiveness, focusing on Arabic-medium instruction and teaching strategies.
2. Develop a comprehensive digital learning strategy, integrating interactive tools and online resources into lesson planning to enhance student engagement and learning outcomes.
3. Ensure the curriculum is well-resourced across all areas, with materials that support diverse learning needs and foster academic success.

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