

Irtiqa'a School Inspection

AY 2023/24








Private International English School

Rating: Very Good

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School Information

General Information	
 Name	Private International English School
 Esis Number	9198
 Location	51, Al Hajous St, Mohamed Bin Zayed City, Abu Dhabi, 20609
 Website	http://www.bhavansabudhabi.com
 Telephone	025591777
 Principal	SURESH PAPPINISSERY
 Inspection Dates	05 to 08 Feb 2024
 Curriculum	Indian

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1984
Number of Emirati students	0
Number of students of determination	11
Largest nationality group of students	India - Nepal - Kuwait

Information On Teachers

Number of teachers	114
Nationalities	India - Sudan - Sri Lanka
Number of teaching assistants	19

Changes since the previous inspection

Since the previous inspection, the school's overall performance remains very good.

Since the previous inspection, the school has maintained students' achievement levels across all core curriculum subjects and phases, except for mathematics in phases 2 and 3, which have regressed to very good.

Students' personal and social development is evaluated as very good, as is their understanding and awareness of Islamic values and Emirati culture.

Teaching and assessment remain very good.

The implementation of the curriculum is effective and is evaluated as very good in all phases. The modifications to the taught curriculum are of high quality and evaluated as very good in all phases.

The health and safety of students, including safeguarding and child protection procedures, continue to be strong, robust features of the school and remain outstanding. However, the care and support provided has regressed and is good in all phases. This is because there is more to do in aligning with best practices for the identification of, and support for students with additional learning needs. Since the previous inspection, a new student welfare officer has been appointed to support and strengthen inclusion in the school.

The leadership and management have remained very good overall.

Since the last inspection, the school has invested in the infrastructure and resources, adding digital interactive boards in all classrooms for grades 6 to 12 to support teachers' effective teaching. The school has added a new clinic for boys. Part of the outside play area was covered with soft syntactic material to enhance students' safety.

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

- The school participates in the international assessments in PISA and TIMSS.
- There is a comprehensive understanding of international assessments, and these influence the school development plan. Leaders are aware of the targets set for the school in international assessments.
- The school engages with parents to communicate the importance of international assessments. Leaders have provided in-house teacher training regarding critical thinking and problem-solving questions and using the language of the benchmark assessments, and these are included in lesson planning.

Performance in standardized and international assessments

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

Standardized Assessments

- Students participated in the Asset standardized assessment (2023) for grades 3 – 9 and attained outstanding standards in English and very good standards in mathematics and science.
- The number of students achieving the expected standard across subjects has remained stable over the last three years.

International Assessments: TIMSS, PISA, PIRLS

- Results for the TIMSS indicate students in Grade 4 attained within the intermediate international benchmark in science (544) and mathematics (546). In Grade 8 students reached the high international benchmark for science (580) and mathematics (576).
- Students aged 15 years participated in the PISA 2022 international assessments. The school were set high targets for PISA, well above the 500 international benchmark.
- In scientific literacy, the school did not meet the high target of 547. The actual result of 528 is well above international averages. In mathematical literacy, the school set a high target of 571, which was also not met. The actual result of 524 is also above international averages. In reading literacy, the school was set a high target of 533, and the school exceeded the target set at 554. Results were also well above the international average.
- The school met 1 of the high targets set for PISA in reading literacy. Results were particularly high in reading literacy. The school achieved results that are above international standards in scientific, mathematical and reading literacy.
- The high results indicate that attainment in senior high school in English, mathematics, and science exceeds international expectations, and this is reflected in their outstanding inspection judgments for the same subjects in the high phase.

Reading

- Reading is a priority in the school as the CBSE curriculum requires the continuous development of reading comprehension skills. The school has a large library with books serving both the English and Arabic curricula. It is stocked with 10946 books that are age-appropriate and include a wide range of fiction, non-fiction, and subject-specific reference materials, mainly in the English language. The books are well organized for easy student access.
- The library has a dedicated section for the elementary phase and is equipped with appropriate seating and tables. All classrooms from KG to 12 have in-class libraries organized by the teachers to encourage reading in all subjects. Weekly, one period is allocated for the library for grades 1 to 12.
- Students are encouraged to read in class, and a reading time is allocated for 15 minutes once a month through Drop Everything and Read (DEAR) program. Buddy reading is promoted where students of grade 5 read and narrate stories to KG 2 students. A reading marathon is conducted for one full day in the school for parents, teachers, and students in all languages: Arabic, Hindi, and English. The school displays a book on a big screen for a length of time of 13 hours. Students from grades 1 to 12 take turns to read parts of the book.
- Everyday assemblies, literature fests, book-tasting events, after-school reading clubs, and many other reading competitions are included in the planning for reading. There are four staff exclusively coordinating the reading in the school, however, all teachers are responsible for developing the skills in reading in lessons.
- Reading comprehension assessments are conducted in the primary and secondary phases, but reading levels are not recorded or monitored.

- There are some professional development programs conducted for teachers regarding the teaching skills for reading.

Strengths of the school

- Students achieve levels that are above curriculum standards in English in phases 3 and 4 and in mathematics in phase 4.
- Students across all phases make better than expected progress in science.
- Students demonstrate highly positive and respectful behavior and relationships with each other and the staff.
- Students maintain high levels of attendance.
- Teaching and assessment processes are very effective. There is a consistent approach to detailed lesson planning across the school.
- The curriculum implementation is effective and ensures there is continuity and progression as students move up each grade.
- There are highly effective and rigorous health, safety, safeguarding and child protection protocols and processes in place to ensure students are safe in a bullying-free environment. The school has implemented effective systems to promote students' healthy lifestyles.
- The school leadership has ensured high academic standards and is committed to UAE national priorities.

Key Recommendations

1. Further improve students' high level of attainment and progress in Arabic medium subjects, especially Arabic as a second language, by:

- maximizing progress in reading and writing in Arabic as a second language in all grades.
- developing students' fluency and use of extended vocabulary in speaking and writing, encouraging discussions related to real-life situations.
- extending students' knowledge and understanding of the various ways of applying Islamic teachings and principles to real-life contexts and daily practices.
- Enhancing and applying students' critical thinking skills.

.2. Further improve students' level of attainment and progress in KG so that it is outstanding across all subjects by:

- developing children's application of knowledge in numbers and focusing on solving simple mathematical problems.
- ensuring that children in kindergarten and lower elementary school further conduct investigations and simple experiments to develop their inquiry and exploration skills.

- ensuring children gain confidence in reading and writing.

3. Further strengthen teaching and assessment so that it is outstanding across the school by:

- ensuring all groups of students make the maximum progress in all subjects.
- enhancing the integration of ICT in teaching and learning to maximize students' independent learning skills.
- further strengthening the reliability of assessment approaches in KG.
- enhance differentiated activities offered in lessons to maximize the challenge for high attainers and meet the interest of gifted and talented students.

4. Strengthen the care and support provided for students by:

- training teachers in best practices for inclusive education.
- strengthening the processes for the identification and support of students with additional learning needs.
- aligning with all expectations of ADEK inclusion policy.

5. Further strengthen the effectiveness and impact of leadership at all levels by:

- focusing the work of middle leaders on the components of effective teaching and the impact on students' active learning and progress so they can monitor teaching effectively.
- ensuring that the school development plans include success criteria that are focused on students' achievement.

Overall School Performance: **Very Good**

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

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	Very Good	Very Good	Very Good	Very Good
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	Very Good
Governance	Very Good
Management, staffing, facilities and resources	Very Good

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The analysis of school internal assessment data against the Ministry of Education (MoE) curriculum standards indicates that most students attain levels above curriculum standards in phases 2 and 3, and a large majority of students in Phase 4 attain levels that are above curriculum standards.
- Last academic year, (MoE) examination results for Grade 12 students indicate that most students attained above curriculum standards.
- In lessons and their recent work, a large majority of students across all phases demonstrate knowledge of Islamic teachings and Islamic values that are above the curriculum standards. In the middle phase, students' interpretation of some of the words of Hadeeth is misunderstood. Students usually make links between Islamic concepts and real-life contexts. they are not always accurate in recitation of the Holy Qur'an.
- The school's internal assessment data, presented during the inspection, indicate outstanding attainment in the elementary grades and very good levels of attainment in the middle and secondary phases over the last three years.
- In the elementary and middle grades, the school's analysis of internal assessment data provided during the inspection indicates that most students make better-than-expected progress over time and from their starting point at the beginning of the academic year.

- In lessons across all phases, the large majority of students make better-than-expected progress in developing their knowledge of Islamic teachings and etiquette and in appreciating the well-known figures and scholars in Islam.
- The school's assessment data indicates that boys make similar levels of progress to girls in all year groups. The school analyzes data to determine the progress of other groups of students. In lessons, students with additional learning needs, including students of determination make the expected progress toward their individual goals. Higher- and lower-attaining students have lots of opportunities to extend their learning and develop independent learning skills, and hence, they make better-than-expected progress.

Next Steps:

1. Raise attainment through maximizing students' understanding, deeper comprehension and interpreting Noble Hadeeth.
2. Ensure students are accurate when reciting the Holy Qur'an.
3. Enhance students' application of Islamic principles and values to their daily life practices.

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 analysis of school internal assessment data indicates that most students attain levels above expectations in elementary and secondary and a large majority are above in the middle phase. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The grade 12 MoE examination results and the CBSE Board Exam for Arabic for grade 10 indicate that most students attain levels that are above curriculum expectations.
- In lessons and their recent work, the majority of students across all phases demonstrate listening, understanding, reading, speaking and comprehension skills above expectations given the time students have been learning the Arabic language. The use of standard Arabic in their discussion and their writing skill is less developed for some students.
- Over the last three years, the school's internal assessment data, given in school, indicates consistently outstanding attainment across all phases.
- The school's analysis of internal assessment data indicates that most students make better than expected progress over time and from their starting point at the beginning of the academic year across all phases.
- In lessons, the majority of students across all phases make better than the expected progress in developing their listening, reading, speaking and comprehension skills. In the elementary and middle phases, students' progress in writing is less than in reading and speaking. Students in the secondary phase do not make enough progress in analyzing the texts and finding out the main ideas.
- The school's assessment data indicates that boys make similar levels of progress to girls in all year groups. The school analyzes data to determine the progress of other groups of students. In lessons, students with additional learning needs, including students of determination make the expected progress toward their individual goals. Higher-and lower attaining students have lots of support and opportunities to extend their learning and make better than expected progress.

Next Steps:

1. Accelerate progress in students' writing skills in all grades. Expect students to write accurately for a variety of different purposes and encourage them to write independently.
2. Improve students' reading comprehension skills, especially in secondary, in analyzing text and retrieving key information.
3. Enhance students' confidence in speaking and presentation skills in standard Arabic in all grades to improve their fluency.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

Findings:

- For students in grades 1 to 9, social studies attainment is measured against the Ministry of Education (MoE) curriculum standards. The school has analyzed internal assessment data provided during the inspection and suggests attainment for almost all students across the elementary, middle, and secondary phases is above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- There are no external, national, or international social studies assessments for grades 1-9.
- In lessons and their recent work, a large majority of students in the phases 2, 3 and 4 demonstrate knowledge and skills that are above the MoE curriculum standards.
- Over the past three years, the school's internal assessment data shows that most students have consistently attained levels above the curriculum standards in all grades.
- Across elementary, middle, and secondary phases, teachers assess students' individual starting points using diagnostic and baseline tests at the start of each academic year. Analysis of the progress tracking data indicates that a large majority of students in the elementary and a majority of students in secondary school make better than expected progress over time or from their starting points, while most students in the secondary phase only make expected progress.
- In lessons, the large majority of students in phases 2, 3 and 4 make above-expected progress in developing their understanding of the UAE geography, history, and culture and that of the wider Gulf region.
- The school's assessment data indicates that boys make similar levels of progress to girls in all year groups. The school analyzes data to determine the progress of other groups of students. In lessons, students with additional learning needs, including students of determination, make the expected progress toward their

individual goals. Higher- and lower-achieving students have lots of opportunities to extend their learning and develop independent learning skills, and hence, they make better-than-expected progress.

Next Steps:

1. Further enhance students' ability to make links in recognition of UAE culture as being part of the Arab Islamic culture.
2. Improve students' ability to make comparisons and draw conclusions about similarities and differences between the UAE and other countries, especially in the elementary phase.
3. Enhance students' understanding of government initiatives for the wellbeing of UAE citizens in all grades.

English

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the CBSE curriculum standards indicates that most children in KG and students in all phases attain levels above curriculum standards.
- The school has no external, national, or international assessments for KG. Most students in grades 10 and 12 who sat the CBSE board examinations at the end of the academic year 2023 attain levels above curriculum standards. For the students who participated in the PISA International assessments, the results in reading proficiency indicate that attainment is above the international benchmark. In the ASSET standardized assessments, results in grades 3 to 9 were outstanding overall.
- In lessons and their recent work, a large majority of children and students in phases 1 and 2 demonstrate listening, speaking, reading, and comprehension skills above curriculum standards. In KG children's use of correct pronunciation and spellings is inconsistent. In phases 3 and 4, most students demonstrate knowledge and skills above curriculum standards. Students' fluency in speaking and their accuracy in extended writing vary.
- For the past three years, the school's internal assessment data indicates that most students at all levels consistently attain levels above curriculum standards.
- The school's analysis of internal assessment data indicates that most students make better than expected progress over time and from their starting point at the beginning of the academic year across all phases.
- In lessons, a large majority of children and students across phases 1 and 2 make better than expected progress in developing their listening, speaking, reading, and reading comprehension skills. Their progress in developing confidence in writing is less than in speaking and reading. In KG, children make less progress in

improving their writing in sentences with accurate spellings. In phases 3 and 4, most students make better than expected progress, especially in reading.

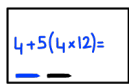
- The school's assessment data indicates that boys make similar levels of progress to girls in KG and elementary. Boys in the middle phase and girls in the secondary phases make better than expected progress. The school analyzes data to determine the progress of other groups of students. In lessons, students with additional learning needs, including students of determination, make better-than-expected progress toward their individual goals. Higher- and lower-attaining students have lots of opportunities to extend their learning and develop independent learning skills, and hence, they make better-than-expected progress.

Next Steps:

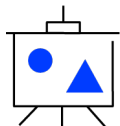
1. In KG, improve children's skill in early reading and writing short sentences with correct pronunciation and spelling.
2. Further expand all students' use of ambitious vocabulary and its use in speaking fluently.
3. Ensure all students maximize their progress in extended writing, especially in the middle and secondary phase ensuring students use a wide range of ambitious vocabulary and write for different purposes.

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:



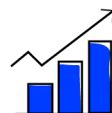
Number and quantity and their use



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 ↓	Outstanding
	Progress	Very Good	Very Good ↓	Very Good ↓	Outstanding

Findings:

- The school's analysis of internal assessment data against the CBSE curriculum standards indicates that most children in KG and students in all phases attain levels above curriculum standards.
- The CBSE external curriculum-linked assessments indicate that at the end of grades 10 and 12, most students who took the examination attain above curriculum standards in CBSE board exams. The ASSET 2023 standardized exam results for grades 3 to 8 indicate that attainment is very good in Phases 2 and 3 and good in grade 9. In the international assessment TIMSS, students' attainment in Grade 4 was benchmarked at the intermediate level, and attainment in Grade 8 was benchmarked at the high level. PISA indicates that student's attainment and mathematical literacy skills are above international standards.
- In lessons and their recent work, the large majority of children in KG have a well-developed understanding of numbers and can count and apply their learning to real-life situations. However, their understanding of shape and quantity is less secure. The large majority of students in the elementary and middle phases have a deeper understanding of numbers and shapes and have developed secure measurement skills. Their skills in representing data in visual form are emerging. Most students in Phase 4 demonstrate effective reasoning and problem-solving skills. Their critical thinking skills and application of mathematical knowledge to real-life are evident.
- Over the past three years, the analysis of attainment data indicates that most students across phases 2, 3 and 4 are consistently above curriculum standards.
- The progress data over time indicate that most students in kindergarten and the secondary phase made better than expected progress. A large majority of the students in elementary grades and the middle phase also made better than expected progress.
- In lessons and their recent work, the large majority of children in KG and students in elementary and middle grades make better than the expected progress in lessons toward the lesson objectives that are aligned

with CBSE curriculum standards in each grade. Most students in Phase 4 make better than expected progress in solving complex problems using and applying formulae, as well as deductive reasoning. Younger students make less progress in applying their critical thinking skills.

- The school's assessment data indicates that all groups in KG and most groups in elementary, middle, and secondary make better than expected progress from the starting points over time. Boys make similar levels of progress to girls in all year groups. In lessons, students with additional learning needs, including students of determination make the expected progress toward their individual goals. Higher- and lower-attaining students have lots of opportunities to extend their learning and develop independent learning skills, and hence, they make better-than-expected progress.

Next Steps:

1. Enhance children's understanding of proportion and quantity in KG and ensure they have a deeper understanding of how to compare different amounts.
2. Further improve all students' skills in statistics, including grade-level appropriate data handling and data presentation.
3. Ensure that younger students apply critical thinking skills and their mathematical knowledge to solve to real-life problems.

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	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding

Findings:

- The school's internal assessment data, indicates most children in KG and students in all grades attain above curriculum standards based on CBSE curriculum expectations. This high level of attainment in the elementary, middle, and secondary aligns with the levels of student's knowledge and skills observed in lessons. In KG this high level of attainment was not observed in lessons.
- There are no external or standardized assessments in KG. Students participate in ASSET standardized assessments from grades 3-9. In the most recent assessments, attainment varies in each grade and is between outstanding and very good. In the TIMSS international assessment, results were benchmarked at the intermediate benchmark level in Grade 4 (544) and the high international benchmark in Grade 8 (580). PISA indicates that student's attainment and their scientific literacy skills were above the international benchmark. Results in Grade 10 CBSE board examinations (2022-23) show most students attained above curriculum standards. In Grade 12 CBSE board examinations (2022-23) in physics and chemistry, a large majority of students attained above curriculum standards, and most students in biology attained above curriculum standards.
- In lessons and their recent work, the large majority of children in KG and most students in the elementary, middle, and secondary phases demonstrate knowledge, skills, and understanding that are above curriculum standards. In KG, a large majority of children gain scientific knowledge, skills, and understanding of their environment, and learn how science affects their lives. In the elementary, middle, and secondary phases, most students have a thorough understanding of scientific principles and laws and use these to investigate the impact of science around them further. In the secondary phase, students gain extensive experience in practical laboratory work, applying scientific principles, hypothesizing, testing, collecting data, and concluding findings through experimentation.
- Over the past three years, the school's internal assessment data shows that most students have consistently attained above the curriculum standards in all grades. CBSE examination data shows that most

students have consistently attained levels above curriculum standards in grades 10 and 12.

- Internal assessment information indicates that most students in KG, grades 1-4, and Grade 10 make better-than-expected progress against their starting points, while the majority make better-than-expected progress in other grades.
- In lessons across all phases, most children and students make better-than-expected progress in gaining new scientific knowledge and applying science to the world around them. In KG, their ability and opportunities to explore and investigate independently sometimes vary. In the other phases, students' practical laboratory skills ensure that they make more than expected progress in applying scientific methods in experiments. Occasionally, in higher grades, there are links to other subjects.
- In lessons, across all phases, except in the elementary phase where lower-attaining students do not make as much progress all groups make similar amounts of progress. The school's assessment data indicates that boys and girls, higher-attainers, and students with additional learning needs, including students of determination make broadly similar progress with minor variations from grade to grade. Lower-attainers make less progress.

Next Steps:

1. in KG, promote children's curiosity about the world around them and enhance children's exploration skills, encouraging them to find out things for themselves.
2. Ensure that lower-attainers make progress in science at similar rates to other groups of students.
3. Ensure students apply their scientific knowledge and skills to make connections with other subjects, including mathematics.

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:

- Across all phases, children and students are keen to learn and they enjoy lessons. They often take responsibility for the learning. Students in the higher grades can articulate their learning and they can identify specific areas for improvement in their work. In KG and Arabic as a second language in all phases, a few children and students do not always work independently or find things out for themselves. Self-reflection is evident across all phases, with teachers using various strategies, especially in KG and the elementary phase, providing children and students with an understanding of what they have learned and what they need to improve.
- Across the school, group work is a regular feature of lessons, with children and students collaborating in mixed-ability groups to complete tasks. In the elementary phase, higher abilities occasionally control the work being produced, with other students not making effective contributions. In KG children work in groups and they share and take turns, but on few occasions, they do not have enough opportunities to communicate what they know and have learned with others. In other phases, students confidently share their learning by presenting their work to the whole class, as well as, listening to the views of others and providing them with feedback on what has been presented.
- Students usually make real-world connections across most subjects. They can relate class topics to the world around them, especially when explaining their ideas. Students often make links between different subjects, and literacy skills including speaking and reading are evident in all lessons. A few older students occasionally make links between science and mathematics.
- Students' critical thinking, reasoning, and problem-solving skills are developed in lessons using a range of activities. They think about why things happen in the world around them in science and use reasoning and probability to solve mathematical problems. Older students demonstrate creativity, and this is evident in their writing. Student's ability to use ICT and learning technologies to support their learning is generally underdeveloped across the school.

Next Steps:

1. Promote children independent inquiry and research skills in lessons in KG.
2. Ensure that all students are actively engaged and collaborate effectively through meaningful discussions when participating in group work tasks in the elementary phase.
3. Expand the application of ICT and learning technologies in lessons. Promote students' confidence in

applying digital literacy skills.

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

Personal Development

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Very Good	Very Good	Very Good	Very Good

Findings:

- Children and students in all grades have positive and responsible attitudes towards their learning. They are self-reliant and seek and respond very well to critical feedback that helps them improve. Students enjoy coming to school and enjoy lessons. Students have a leading role in a range of after-school club activities.
- Children and students frequently show self-discipline and respond well to others. They exercise self-control and follow school rules. Students' positive behavior prevails, and bullying is very rare. There are a few students who are occasionally distracted occasionally in lessons and requires several reminders from teachers.
- Children and students are responsive to the needs and differences of others and always respect and support each other. Students' relationships with staff are respectful and considerate and built on mutual respect. The students said that they have a positive, friendly, and respectful relationship with all staff and feel safe going to teachers, social workers, or any of the school staff to help them solve any problem.
- Children and students show a secure understanding of safe and healthy living. They usually make correct choices and participate in activities that promote safe and healthy lifestyles. In the canteen, students make appropriate choices for consuming healthy food. Students participate in regular physical exercise, and they enjoy sports competitions. The students contribute to the school newsletter with articles about safe and healthy lifestyles. This includes raising students' awareness of the importance of drinking water and designing posters on healthy food. Students benefit from additional extra-curricular physical activities to support their physical growth and fitness.
- Attendance of children and students is consistently at least 96%. Students usually arrive at school and to lessons on time. There are a small number of occurrences when students arrive late to school.

Next Steps:

1. Further strengthen students' self-reliance so that they can be proactive about how they can improve.
2. Further extend children's and students' awareness of the importance of consistently maintaining and sustaining healthy lifestyles.
3. Ensure that students know the school's expectations for punctuality on arrival at school and in all lessons and understand the impact of punctuality on their learning.

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	Very Good	Very Good	Very Good	Very Good

Findings:

- Students demonstrate a secure understanding and appreciation of Islamic values and how they influence contemporary society in the UAE. In the morning assembly and in Islamic lessons, students listen attentively to the Holy Qur'an. They have a Salat Chart in every class to remind students of prayer times. They also take part in internal and external Quran recitation competitions.
- Students are very respectful and knowledgeable of the UAE's heritage and culture. They sing the national Anthem with pride. Many displays on corridor walls promote understanding and awareness of Islamic values and Emirati cultures. Students participate in cultural events and occasions such as Flag Day, Martyr Day, UAE's National Day and Emirati children's day. Students present U.A.E. news in Arabic during the daily assemblies. Students can benefit from additional activities to enhance their understanding of Emirati culture.
- Children and students have a deep understanding and appreciation of their own culture. They can describe the aspects in which their culture is similar to, and different from, a variety of other cultures. The students participate in different programs that enhance their awareness of Indian culture, such as keeping up to date through the News of India, celebrating India Republic Day, and PIES Talk, through which students can chat with well-known figures from India. Students participate in competitions sponsored by the Indian Embassy. The school's dance team won the Best Art Cultural School Award in Indian traditional dance. The Indian Festival celebrates Indian culture, food, drinks, traditional clothes, fashion shows, and the Annual History Day. However, students' understanding of other world cultures is less developed. Children and students participate in international evenings where they represent different countries. Students participate in French Cooking Day and participate in the Thailand Embassy culture exchange. The school offers Model United Nation Club as part of extracurricular clubs. Overall, students' understanding of other world cultures is limited.

Next Steps:

1. Implement students' ideas and initiatives that deepen their understanding of UAE culture.
2. Further extend students' participation in activities beyond lessons that enhance their appreciation and awareness of Islamic values and how these influence life in the UAE.

Social responsibility and innovation skills

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

Findings:

- Children and students take part in activities and undertake responsibilities as members of a school community, and some take on key leadership roles in school. Their participation in activities as volunteers benefits the school and wider communities. Students in middle and secondary actively engage in various activities aimed at raising funds for “Operation Smile.” Students raised funds with UNICEF partnerships and raised funds for the UAE’s initiative ‘One Billion Meals.’ They participate in the Gaza campaign through the Red Crescent, and they raise money for the National Cancer Centre. Students visit hospitals and this brings happiness to older patients.
- Children and students are motivated to learn and have positive work ethics. They contribute good ideas and make independent decisions but sometimes need help to carry them through. Students participate in inter-school competitions and frequently win prizes. In the Tournament of Minds, the National champions were invited to Australia for the world finals. Many older students engage in business challenges and developing business plans. During Entrepreneurship Week, some students make products and sell them. Overall, students’ entrepreneurship and innovation skills are less developed. During Entrepreneurship Week, students across grades 1 to 5 make products and engage in selling them. Students in higher grade levels participate in selling plants, seed books and books authored by students. Overall, students’ innovation skills are less developed.
- Children and students develop effective awareness and support for the school and environment. Students consistently take part in activities to promote sustainability and conservation locally and in the wider world. Students participate in environmental sustainability events such as planting and recycling paper and plastics. Students participated in the twinning program for sustainable initiatives with Goat Lee Primary School in the UK. Students are aware of the Guinness World Records as part of their commitment to Water Safety. Students have participated in several competitions regarding environmental awareness, such as Youth 4 Sustainability and Dr. Jane Goodall’s Roots and Shoots Awards, and Beach Clean-ups. The Students’ Council initiative with the company Degrade is a partnership to convert plastic bottles to cloth. The Echo Club promotes awareness about sustainability and how to reduce water usage. Students take care of the school garden and donate plants to the school on their birthdays.

Next Steps:

1. Strengthen students’ involvement in voluntary work in school and within their community to ensure they make social contributions.
2. Enhance students’ innovation skills through extended opportunities to be involved in initiating and implementing projects across all phases.

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:

- Teachers across all phases understand the varied approaches required to support students' learning effectively. They create learning environments that engage students appropriately to the ages being taught. Teachers are skillful in using a range of teaching strategies. They confidently convey their knowledge and ensure students have a secure grasp of their subject. While teaching in KG engages children in play-based learning, they would benefit from additional opportunities that promote independent learning and child agency.
- Teachers across the school plan purposeful lessons with learning objectives aligned with the curriculum standards in each subject. Learning objectives are shared with students. Lesson plans cater to the range of abilities and identify how student progress can be maximized. In most lessons, resources are used effectively to support progress, but in the elementary and middle phases, this is inconsistent in some subjects. ICT and learning technology are used in lessons only sporadically. Teachers across all phases manage lesson time skillfully to ensure that the lesson pace challenges a large majority of students.
- Teachers use questioning that engages students in meaningful discussions and builds on previous learning across all phases. In the secondary phase, questioning deepens student's knowledge and engages them in thinking critically about what they are learning. In the other phases, closed questions are often used to check student learning.
- Teachers use various strategies to engage students in their learning by grouping students into ability and mixed-ability groups and providing specific tasks and activities for each group. In KG, teaching assistants support lower-attaining children. In other phases, shadow teachers work with students of determination to ensure that they make at least expected progress. In lessons, higher attainers, gifted and talented students are usually challenged, but not always.
- Teachers encourage children and students' critical thinking and problem-solving skills through inquiry activities in lessons and project work. In all subjects, exploration and experimentation, reasoning and problem-solving are evident. Independent learning, including the use of technology for research, is occasionally used. There is some use of worksheets.

Next Steps:

1. Ensure teachers plan more opportunities for children in KG to engage in play-based learning, allowing them independent learners.

2. Ensure that teachers select appropriate resources, including using ICT and technology, to enhance learning and maximize progress.
3. Ensure that all teachers consistently plan challenging learning tasks in lessons to meet the needs of high-attaining students, including those who may be gifted or talented, using more personalized and challenging activities.

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, robust, and consistent, aligned to CBSE and MoE curriculum standards in the elementary, middle, and secondary phases. In KG, assessments align with the CBSE and English early years curriculum. Regular internal assessments are carried out across all phases in both Arabic and English medium subjects. KG uses skill-based assessments to ensure that children are ready for the next stage in their learning. Assessment processes are robust and provide comprehensive measures of students' academic achievements across all the English medium subjects, however it does not always give an accurate measure of students' achievements in the Arabic medium subjects.
- In English medium subjects, students from grades 3 to 9 participate in the standardized ASSET tests. In Grades 10 and 12, students are externally assessed against CBSE standards in English, mathematics, and science. In Arabic and Islamic education in Grade 12 there are external MoE examinations. Students' attainment is not benchmarking assessments in Arabic. The school participates in international assessments in both TIMSS and PISA to benchmark students' attainment in English, mathematics, and science.
- School and subject leaders analyze assessment data to evaluate children's and student's attainment and progress. Information is gathered from internal, external, and standardized test scores. The data separates different groups of students including boys, girls, higher and lower attainers, gifted and talented, and students of determination, and identifies their progress against starting points over time. This information is shared with teachers and is used by them to effectively influence teaching and create individual targets for students so that learning matches their needs across all phases.
- Teachers use assessment information to plan lessons to meet the learning needs of most children and students. Across the school, teachers use data effectively to inform their teaching as well as how they support individuals and groups in lessons, making sure that they are challenged. However, in some lessons, higher-attainers and gifted and talented students are not consistently challenged.
- Teachers have a very good knowledge of the strengths and weaknesses of the children and students in their classes. They provide precise feedback to students in lessons and use formative assessment approaches, offering personalized support and guidance where needed. In workbooks, teachers' written feedback provides constructive comments, including the next steps. This is sometimes inconsistent in the elementary phase. Students are involved in reflecting on their work in lessons and as part of the school's marking approach, which includes the sharing of rubrics. In most lessons, teachers provide regular opportunities for students to engage in self and peer assessment.

Next Steps:

1. Establish and implement more robust assessment processes in the Arabic-medium subjects, including benchmark assessments.

2. Ensure consistency with written feedback for students in the elementary phase so that they are clear about what they specifically have to do to improve their work and maximize their progress.

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 Indian National Curriculum Framework (NCF) for all grades 1 to 12. The school is fully licensed to prepare students for Central Board of Secondary Education (CBSE) examinations in the secondary phase. The curriculum rationale is clearly stated, and the school meets all statutory requirements. The curriculum is in line with the MoE requirements for the Arabic medium subjects. The KG curriculum integrates the best practices of NCF and the Early Years Foundation Stage Framework (EYFS). While this is planned, the implementation in lessons of knowledge and skill development can be more balanced. The subjects and programs in all grades offer sufficient breadth and balance of knowledge and skills by providing a range of learning opportunities for students in key subjects.
- The taught curriculum planning is systematic and well-mapped across grades, ensuring the continuity and progression of the topics in each phase. The progression of learning between phases is systematically planned. The planning in all phases considers the existing knowledge or starting points of all groups of students, so the planned differentiation meets the needs of most students. As a result, students are well prepared for their next phases of education.
- The curriculum offers a broad range of subject choices for senior secondary students. Students in grades 10 and 11 have a choice of 5 subject groups with 11 subjects in two streams. Middle and secondary students have a choice between Hindi and French languages; however, the language choice is limited to Hindi in the elementary phase.
- Cross-curricular links are systematic and planned in all lessons across subjects and phases. These links are very well established in most lessons and facilitate effective learning transfer, especially in all Arabic-medium subjects. In elementary school, there are some systematically planned opportunities to transfer literacy skills, but this is inconsistent in mathematics and science in all phases.
- The school regularly reviews the curriculum to ensure that the taught curriculum is aligned with CBSE expectations. The school's ongoing reviews indicate a considerable growth in student attainment because of the planned modifications to address gaps in learning and to meet the needs of most groups of students.

Next Steps:

1. Ensure that the curriculum taught in KG is balanced and equally emphasizes the development of knowledge and skills.
2. Ensure that students have many opportunities to transfer their literacy knowledge and skills across all

subjects, especially in elementary.

3. Ensure that the curriculum is enhanced with meaningful cross-curricular links in all lessons, especially in mathematics and science in the middle and secondary phases.

Curriculum adaptation

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

Findings:

- The curriculum is effectively designed to provide sufficient challenge and to engage all students in learning fully. The teachers successfully modified the learning activities to meet the needs of all groups of students, including high and low achievers. The needs of students with additional learning needs, including those of students of determination (SoD) and gifted & talented (G&T), are usually met in lessons. Personalized support for those who need additional help to learn Arabic as a second language is variable.
- The school curriculum is diversified to provide varied and interesting learning experiences for students in different phases. A range of extra-curricular provisions ensures students successfully meet their interests and talents by participating in school, national, and international level competitions. The well-established links with international organizations provide creative opportunities for students in higher grades to showcase their talents and win laurels for the school. 'Observer-ship' and 'Ambassadorship' programs provide practical work experiences for secondary phase students. A small number of students in the secondary phase publish and sell a book demonstrating enterprise skills. The students in all phases have made effective social contributions by raising money for charitable causes, such as providing meals during Ramadan, helping survivors of the Gaza war, and contributing to dental surgeries. Students work with the Eco Club and participate in environmental conservation projects in the UAE. However, there are fewer opportunities for innovation in the taught curriculum.
- The school curriculum provides many varied opportunities for the students to develop an understanding and appreciation for the UAE National Identity. The displays in the corridors and classrooms, the school assemblies and the school functions enable all students to develop a clear understanding of the UAE's values and culture. In Arabic, Islamic education, and social studies, there are integrated learning opportunities for the students to demonstrate UAE values and culture.

Next Steps:

1. Ensure that all teachers modify the curriculum in Arabic SL lessons to support further and meet the needs of students of different abilities.
2. Extend the opportunities in the taught curriculum for all students to further develop their enterprise and innovation skills in all phases.
3. Ensure greater consistency in the links in the taught curriculum that ensure students develop an excellent understanding of the UAE culture and society.

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 safeguarding procedures in the school are rigorous and effective. The child protection arrangements are clearly defined in a written policy. All the stakeholders are made aware of the policy by displaying it at the school entrance, and a copy is maintained in all the class files. All the staff in the school are trained on the policies during their induction and at the beginning of every academic year. The register of staff profiles and their professional licenses is maintained well. Regular orientation programs are conducted for all the students by the social worker and the school staff so that students are protected from all forms of bullying, including online. The students feel safe in the school and are confident to report their concerns to their principal, social worker, and counselor.
- The health and safety arrangements are robust in the school. The school conducts frequent checks to ensure a safe and hygienic environment. Arrangements for supervision of students in the school and on the transport are effective. Students and children are well cared for in the buses as they travel back and forth to their homes. The clinic staff are vigilant and aware of the medical needs of individuals. The potential risks for field trips and outdoor activities are duly recorded in risk assessments, and all the staff are informed about the risk mitigation measures. Fire evacuation drills are in compliance with the regulatory requirements. The fire safety equipment is checked and replaced regularly.
- The maintenance and record keeping of the school building are well managed by contracting external organizations. Various health and safety functions, including the CCTV system and school security guards, pest control, cleaning of water tanks and water coolers, laboratory chemical disposal are regular and thorough. Security and daily cleaning of the school is managed well. All the necessary regulatory checks for these essential functions are up to date. The school has two well-equipped medical clinics staffed by qualified nurses. A qualified doctor is available on call for emergency service. Essential medicines are locked in a secure cupboard within the clinic. The nurses supervise and administer essential medication to students and diligently maintain accurate records.
- The premises provide a suitable and engaging learning environment for all members of the school community. The school is clean and is regularly maintained. The facilities meet the learning needs of most students, including children in KG. The laboratory facilities are not always easily accessible should the school enroll students or staff with mobility restrictions. The playground area provides a range of games and or sports appropriate for the interests and aspirations of children and students.
- The school effectively promotes students' healthy lifestyles through school assemblies and awareness

programs. There are many lessons and activities embedded in the school curriculum that include references to healthy lifestyles. The clinic staff proactively makes use of both formal and informal learning opportunities to educate students about the importance of making healthy food choices, such as physical exercise, personal hygiene, and oral health. Students usually consume healthy food. The school canteen supplies a wide range of approved food choices for the students. Fresh drinking water is readily available for drinking, and most areas of the school are shaded to protect them from the sun. An extended range of sports to meet all students' interests and aspirations is being explored.

Next Steps:

1. Enhance provision for physical education so that the sporting and fitness aspirations of all students are met.
2. Ensure that students understand the importance of maintaining and sustaining healthy eating habits.

Care and support

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

Findings:

- The relationships in the school are highly positive in all phases. Teachers know their students and have established rapport with them. Mutual respect and trust are always present during interactions in any phase. Students respect each other and show care and concern for others. Students' behavior is effectively managed in the school by implementing a clearly defined behavior management policy. All students and the school staff clearly understand the code of conduct. There is an effective process to ensure parents are informed about how staff members will deal with any misbehavior.
- The school's systems for promoting and managing attendance and punctuality are effective. The well-embedded systems and routines result in the timely arrival of most students to the lessons. Their attendance is recorded routinely and systematically. Records are accurately maintained, and attendance is tracked. Unauthorized absenteeism is promptly notified to the parents, and follow-up is regular.
- The school has a developed inclusion policy and has established effective processes to identify students with additional learning needs, including students of determination (SoD) and gifted & talented. The special educational needs coordinator (SENCO) works with an assistant and identifies the additional learning needs of students and provides support during intervention sessions and Unit of Learning and Behavioral Support (ULaBS) sessions. There are also enrichment classes after school on Fridays with parents' consent. A diagnostic assessment have identified 181 students with additional needs. There are 3 tiers of support. There are 11 students of determination with additional learning needs identified formally through a clinical assessment. The assessment records of all these students are maintained and shared with parents and teachers.
- The school has two shadow teachers to support individuals, both appointed by the parents of two students of determination. There is an Arabic assistant for ULaBS for Arabic in the inclusion department. Two specialist staff, including a special educational needs coordinator (SENCO) and an assistant coordinator, provide support for those with additional learning needs, including students of determination. Personalized targets in individual education plans (IEPs) are prepared for students of determination (SoD.) Teachers provide appropriate or relevant inclusive support in lessons. Teachers plan small group interventions for addressing the learning needs of reading, writing, and numeracy for all students and individual support for KG students. The outcomes of these interventions are not always evaluated to confirm the impact.
- The school provides effective guidance for all students. The social worker addresses all the students' questions and concerns and provides effective career advice and guidance. The social worker also offers professional advice on students' behavior and personal and social development issues. The school provides appropriate support for older students to choose their university courses.

Next Steps:

1. Further enhance the processes for identifying and supporting students with additional learning needs,

including students of determination and gifted and talented (G&T) students, in line with best practices and the ADEK inclusion policy.

2. Access expert provisions to meet the needs of students of determination through the in-school services system.
3. Track the progress and the improvement in achievements for the students supported in interventions.
4. Appoint a qualified and experienced careers education and guidance counselor to provide expert guidance for older students as they plan their next stage of education, training, or work.

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 two vice principals, sets a clear direction and promotes a shared vision with the school community. Vision and mission statements are displayed clearly throughout the school. This is also shared with parents through different communications and in parent meetings. There is a clear commitment to UAE's inclusion priorities. The school engages with parents about the importance of international assessments that support both the students and the UAE's global standing. Leaders have provided in-house teacher training to help students succeed in international examinations for TIMSS and PISA. The principal is committed to ensuring that teachers and students are valued, enjoy fair treatment, and are fully respected. The school has developed an inclusive policy and is committed to providing effective support for students with additional learning needs, including students of determination.
- Senior leaders demonstrate a clear understanding of the curriculum and best practices in teaching, learning, and assessment. Leaders also embrace collaborative group work in classes to raise attainment and progress further and enhance students' learning skills in the middle and secondary phases. Leaders have established an engaging learning culture amongst teachers that promotes inclusion and enhances students' ability to take the lead in their learning.
- Relationships between all stakeholders are positive and respectful. Leaders effectively delegate responsibilities to middle and subject leaders and make them fully aware of their roles and responsibilities. There are clear and comprehensive job descriptions for middle and subject leaders that identify roles and responsibilities that are based on raising students' achievement. Middle and subject leaders consistently observe lessons and support their teachers with constructive feedback about how to improve. Leaders at all levels use effective communication practices within the school at both formal and informal levels. Leaders at all levels are ultimately held accountable by the principal and governors. Across the school. Morale is positive.
- Leaders at all levels have a clear understanding of what they need to do to improve the school. Senior leaders identified improvements in teaching as a key area for improvement and have successfully provided training and consistent support and monitoring implementation and continuous review with feedback on students' achievement. They acknowledge the necessity for further improvement of teaching through the integration of ICT in teaching across all subjects and phases. The school leaders have successfully modified the curriculum to meet the needs of most students. The school leaders' capacity to sustain and further improve the school is evident in the school's journey of consistent improvements over time.
- Leaders have maintained high-performance levels, particularly in students' achievement and personal development, quality of teaching and assessment, and safety and security of students. They hold staff accountable through regular analysis of students' performance, especially in the external benchmarking assessment. Leaders ensure that the school is compliant with statutory requirements.

Next Steps:

1. Train middle and subject leaders in the best practices for evaluating effective teaching, which has a positive impact on students' achievements, especially in KG.
2. Support middle and subject leaders in gaining a deeper understanding of the best assessment processes to inform effective teaching and learning.
3. Prioritize the integration of ICT and learning technologies in teaching.

School self-evaluation and improvement planning

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

Findings:

- Leaders ensure that almost all staff are engaged and involved in the self-evaluation process. Parents are also consulted through regular and detailed questionnaires and meetings about their views of the school and areas for improvement. Leaders use valid sources of evidence, including internal and external assessment data, for validation of students' achievement. The refined analysis of the progress data for the students from different groups and the use of this information in self-evaluation is limited. Self-evaluation (SEF) judgments are realistic and align with the UAE inspection framework. The SEF is accurate in several areas and in identifying the priority areas for improvement. Senior and middle leaders demonstrate a secure understanding of the school's strengths and areas requiring improvement. The SEF is reviewed and updated monthly by the senior leadership team.
- The school has set up a systematic and consistent system for monitoring teaching, which is conducted by all members of the senior leadership team and subject leaders. They undertake three scheduled formal classroom visits and two unscheduled visits per year for each teacher and offer constructive feedback. Leaders conduct additional observations, learning walks, and focused observations based on teacher performance and students' academic results. They have a strong understanding of what constitutes effective teaching and provide teachers with constructive written feedback. This has contributed to the school sustaining high quality in teaching.
- The school improvement plan effectively pinpoints areas for improvement and outlines SMART targets. There are suitable strategies and assigned responsibilities to leaders. Success criteria are focused on the implementation of the activities, and they are sometimes insufficiently focused on students' outcomes. Improvement priorities are based on the recommendation from the previous inspection report. The school improvement plan includes a defined timeline for review. Integrating SEF improvement priorities into the school improvement planning is mostly implemented.
- The school has been successful in maintaining high performance levels, especially in students' achievement across all subjects and phases, creating positive relationships between staff and students, and promoting healthy eating habits and healthy lifestyles for students. However, there has been a slight regression in students' achievement in UAE social studies.

Next Steps:

1. Ensure that school self-evaluation takes account of a refined analysis of assessment data for different groups of students.
2. Improve the school development plans to include time-bound goals and success criteria focusing on student achievement.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- The school has an active Parent Council that is fully engaged with school leaders and provides effective support for the school initiatives and activities. Parents are well informed about their children’s academic achievements, personal developments and areas for improvement. The school engages parents in many school events and initiatives. They contribute positively to the school and take active roles in school activities. Parents contribute to surveys issued by governors, and their views are fully considered. The Parents’ Council is supportive of the school and has much confidence in the school’s leadership. Parents’ involvement makes a positive impact on the school's work.
- The school shares a progress report with parents at the end of each term. Parents have access to the school portal, where they can access updated reporting about their children’s performance. Students with additional learning needs, including students of determination, have their Individual Education Plans (IEPs), and parents have consistent reporting on the progress of their children against their set targets. Parents reported that they receive sufficient information from the school on their children's performance, strengths, and areas for improvement.
- The school's communication with parents is effective. The school uses various communication methods, such as school portals, circulars, telephone calls, social media applications, and face-to-face meetings, to ensure parents are well-informed. The principal has an open-door policy. Parents are delighted with the feedback they receive from the school on their children’s performance and personal development. Parents confirmed that the school follows up with them if they have a gifted child to ensure that the child’s interests and hobbies are developed. Parents are highly satisfied with the level of communication, which they described as “tri-directional” communication because it involves the school, parents, and students.
- The school has strong partnerships with the local community. The school also has strong links with the sister school, where they benefit from sharing best practices and effective strategic planning. The school also has a strong link with the British Council and benefits from connecting the school with other schools in the UK. The school also has links with the Environmental Emirati Group, and, with the support of parents, the school has implemented voluntary work that aims at environmental sustainability, such as planting and recycling materials. Students regularly take part in activities as volunteers, which benefit both the students and the wider community. However, expanding links with international entities is needed to give students more effective opportunities to broaden their life skills and enrich their learning opportunities.

Next Steps:

1. Maximize parents’ organization and engagement in school events that support students’ personal and social development.
2. Capitalize on the school’s existing partnerships to stay current with the best teaching and learning practices.

Performance Indicator	Quality judgement
Governance	Very Good

Findings:

- The board of governance has representation from most stakeholders, including parents, but as yet, not students. The head of the Governing Board represents the owners. It demonstrates a strong understanding of the UAE inspection framework and key aspects of effective school performance and has a keen interest in the school and its overall performance. The Governing Board effectively communicates with stakeholders and actively seeks their input and views through the school's website and formal and informal communication channels. The Governing Board maintains effective and consistent communication that includes weekly visits, walk-throughs, and regular meetings with leaders to maintain a close and consistent understanding of school priorities and performance. Some attention is given to assessment data. Suggestions put forward by stakeholders and by senior leaders are discussed in the meeting of the Board of Trustees and decisions are effectively shared and communicated with stakeholders.
- The Governing Board has had a positive and direct impact on driving the school to improve its overall performance through its journey of success over the past years. The Governing Board consistently meets the school requirements with respect to a range of resources that will allow a variety of activities in lessons. However, the board has not successfully ensured that the school integrates best practices in using ICT and learning technologies in teaching and learning.
- The Governing Board holds senior leaders fully accountable for both the performance and quality of services, including the academic and personal development of all students. In its quarterly meeting, the Governance Board formally discusses school performance and new initiatives and makes strategic decisions. These are communicated to all stakeholders. There are meetings to ensure that senior leaders are held fully accountability for the school outcomes and students' achievements. The Governing Board ensures that the school is managed and run effectively.

Next Steps:

1. Ensure that the Governors support the school in fully integrating ICT and learning technologies in accordance with best practices.
2. Enhance accountability processes by consistently monitoring students' achievement and reliable interpretation of assessment data.
3. Expand the representation in the Governing Board to include the full representations of all stakeholders.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the school's day-to-day operations, procedures, and routines are very well organized and promote a conducive learning environment to promote students' learning outcomes and their personal and social development. The routines, which include students' arrival as well as morning assembly and departure, are well established. These procedures and routines ensure the school has a calm and welcoming learning environment where staff and students work respectfully. SLT conducts continuous walks around the school to ensure the smooth operation of all activities. However, the moving class system frequently leads to a loss in learning time for students, especially in the middle and high phases.
- The school is staffed appropriately, although occasionally, a few teachers are less effective in delivering their lessons. All teachers possess suitable qualifications in their respective subjects. Teacher turnover is low, and the school has high teacher stability. Middle and subject leaders are also teachers with reduced teaching commitments. The principal has offered effective staff development further to enhance the quality of teaching across all phases. The senior leadership team recognizes that there is still more to be done to ensure consistency in effective teaching, especially in Arabic as a second language.
- The premises are effectively maintained and designed to meet the learning needs of students across all grades and phases. There are sufficient science laboratories, a well-resourced library, and outdoor playing areas. The school is accessible to current students and staff. There are lifts throughout the school, enabling everyone to access all areas.
- The school is well-resourced to support effective teaching and learning. Classrooms have a projector and whiteboard, which teachers effectively use. However, the integration of ICT to extend students' learning opportunities is limited. KG requires additional resources to support best practices in children's play-based learning.

Next Steps:

1. Enhance resources in KG to support children's play-based learning.
2. Enhance the integration of ICT across the school to support best practices in teaching and learning using learning technologies.
3. Extend the range of training opportunities for teachers for Arabic who teach Arabic and a second language to provide support in learning for students of different levels of ability.

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