



مجلس أبوظبي للتعليم  
Abu Dhabi Education Council  
Education First التعليم أولاً



# Inspection Report

Bright Riders Private School

Academic Year 2014 – 2015

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Bright Riders Private School

<b>Inspection Date</b>	17 – 20 May 2015
<b>School ID#</b>	225
<b>Licensed Curriculum</b>	Indian – Central Board of Secondary Education (CBSE)
<b>Number of Students</b>	3467
<b>Age Range</b>	3 years 8 months to 16 years
<b>Gender</b>	Mixed
<b>Principal</b>	Rishikesh Padegaonkar
<b>School Address</b>	Sector 17, Mohammad Bin Zayed City, Mussafah, Abu Dhabi
<b>Telephone Number</b>	+971 (0)2 692 2000
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<b>Official Email (ADEC)</b>	<a href="mailto:Bright-rider.pvt@adec.ac.ae">Bright-rider.pvt@adec.ac.ae</a>
<b>School Website</b>	<a href="http://www.brightriders.ae">www.brightriders.ae</a>
<b>Date of last inspection</b>	11 – 15 May 2014

## The overall effectiveness of the school

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Inspectors considered the school in relation to 3 performance categories

**Band A** High performing (overall effectiveness grade 1, 2 or 3)

**Band B** Satisfactory (overall effectiveness grade 4 or 5)

**Band C** In need of significant improvement (overall effectiveness grade 6, 7 or 8)

<b>The School was judged to be:</b>	<b>BAND B;</b>	<b>GRADE 5</b>
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### The main strengths of the school are:

- the good behaviour of students, their strong commitment to learning and the study skills they develop
- students' satisfactory and improving progress in English, mathematics and science
- students' pride in being citizens of the UAE and the respect they show for the country's culture and values
- the school's positive ethos and the safe and caring environment
- the implementation of the Kindergarten (KG) curriculum
- the range of facilities and resources for physical and practical activities
- the strategic leadership provided by the principal.

### The main areas for improvement are:

- academic achievement of more able students
- the consistent use of assessment information to accurately identify gaps in students' achievement and plan further improvements
- the provision of opportunities for students to develop research, collaborative learning and critical thinking skills
- the consistency of the quality of teaching and learning
- the role of middle leaders and curriculum specialists in monitoring teaching and learning
- the rigour of self-evaluation and improvement planning.

## Introduction

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The school was evaluated by 6 inspectors. They observed 125 lessons, conducted several meetings with students, teachers, parents, subject leaders, senior staff, support staff and the owner. They analysed assessment results, scrutinised students' work across the school, considered many of the school's policies and other documents and analysed the 737 responses to the parents' questionnaire. The leadership team was fully involved throughout the process and conducted 3 joint lesson observations with inspectors.

## Description of the School

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Bright Riders Private School opened as a Villa school in 1975 and moved to its current premises in April 2013. The school's vision is 'to nurture children to grow into fully-fledged personalities of the future, by drawing out the best in them, through support in all forms of learning'.

There are 3467 students; 55% are boys, 70% are Muslim. Over 98% of the children are from India with very small numbers of the remaining students coming from Nepal, Sudan, Pakistan and Sri Lanka. There are 500 children in the Kindergarten (KG), 1714 students in the primary section, (grades 1 to 5), 845 students in the middle section, (grades 6 to 9) and 408 students in the upper section, (grades 10 to 12). From Grade 5 onwards, students are taught in single gender classes. From Grade 10 onwards, students select to study in Science or Commerce streams. There are 12 students with special educational needs (SEN); most of them have specific learning needs.

The school has an open admissions policy, in line with ADEC requirements, until Grade 3. From Grade 4 upwards, the school has selection tests for new entrants and only accepts the top performers for the few vacancies it has in these grades. Students take the CBSE All India Senior School Examination at Grade 10 and the CBSE All India Senior School Certificate Examination at Grade 12.

Fees range from AED 8,400 to AED 17,400 per year, excluding books, uniform and transport fees. These are in the low to medium category. The principal is supported by 3 supervisors and 3 section heads for each KG, primary and secondary phases of the school, as well as a team of subject coordinators per grade level, 4 activity coordinators, as well as coordinators for ICT, professional development, time-tabling, environment and SEN. Since the start of this academic year, the school has seen an increase in new staff of 40 adults; at the time of the inspection, only 4 of these have had received their approvals, with the remaining under process with ADEC.

## The Effectiveness of the School

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### Evaluation of the school's overall effectiveness

The overall effectiveness of Bright Riders Private School is satisfactory. Academic achievement is satisfactory and strongest in English, mathematics and science. Students' behaviour and attitudes are good and their commitment to learning remarkable. There is a positive ethos that makes students feel supported, both academically and emotionally.

There are inconsistencies in the quality of teaching and learning which impact on students' attainment and progress. The curriculum is broad and balanced with opportunities for students to develop a wide range of skills in physical education and the Arts. The KG curriculum is well planned and provides good opportunities for students to develop physical, social and emotional skills.

The buildings provide a wide range of facilities and are safe and clean. Resources are satisfactory and improving and support opportunities for practical work in lessons. The school's leadership team is committed to continuing improvement. The principal has successfully tackled a number of the recommendations from the previous inspection.

### Students' attainment & progress

Attainment and progress is satisfactory, and in line with international standards. In English, mathematics and science, academic achievement is satisfactory and improving. Students with SEN make satisfactory progress; the more able do not make the progress in lessons they are capable of.

In KG classes, children's achievement is good, due to a range of activities that support the development of a wide range of skills. Most students know letter names and sounds. Many are able to read and write short sentences. In KG 2 classes, children count confidently and accurately to 50 and name simple shapes and a range of colours. Most develop age appropriate fine motor skills. Their understanding of the world around them is developing well through their free play sessions where they are involved in self-directed physical and imaginative role-play activities.

Across the school, students develop good communication and interpersonal skills through circle times and the presentations they make during assemblies and in lessons. Many students develop a range of study and learning skills through the substantial amount of pre-lesson preparation that they do and the homework tasks they are set. The development of the wider range of 21<sup>st</sup> century skills is inconsistent; only a few lessons incorporate collaborative learning and critical

thinking opportunities. Students' attainment in information and communication technology (ICT) is satisfactory despite the limited access to technological resources in school. Most students access, and work on their homework assignments online, making good use of the internet.

In the subjects taught in Arabic, students develop satisfactory listening and reading skills. Students in grades 1 and 2 make less progress in speaking due to the overemphasis on key vocabulary in isolation. Students across the rest of the school make better progress, developing a range of sight words, reading and writing sentences that are reasonably accurate, and applying grammar rules correctly. In social studies, students develop the expected levels of knowledge and understanding of geography and history. In Islamic education, younger students are able to recite the statements of faith. By Grade 11, students know about the features of Ramadan and their virtues and many can apply the 'Tajweed' rules when reciting verses from the Holy Qur'an.

Students' fluency in spoken English is good. Across all grades, students speak confidently about their own views as well as curriculum topics. They develop extensive vocabularies due to the school's focus on curriculum language. Reading skills are age appropriate and developing well. Writing in the primary and middle phases is often limited to short prose and grammar activities. Grade 12 students are able to provide thoughtful critiques of sophisticated poems, analysing the poet's aims as well as his style of writing and use of poetic devices.

In mathematics, by the upper primary, students have a satisfactory understanding of number operations and can solve mental arithmetic problems accurately and with speed. By the end of Grade 12, students have developed a wider knowledge of mathematical concepts and are able to solve complex problems. Progress in some classes is limited due to the lack of provision of challenging activities for more able students. In science, achievement is satisfactory and improving. By Grade 10, students in chemistry are able to balance increasingly complex equations and in biology they can explain the key features and functions of the nervous and endocrine system, for example. Progress in the development of students' scientific skills, knowledge and understanding increases as students' progress through the school as specialist science teachers teach them in older classes.

The school carries out a vast range of internal assessments which record students' subject knowledge. There is insufficient use of external and standardised tests to accurately measure students' attainment and progress in relation to CBSE or international standards, or the development of a wider range of skills and understanding.

## **Students' personal development**

Students' personal development is good. Almost all students demonstrate good behaviour throughout the school day and fulfil the school's motto, 'Pride in Excellence'. Most students are respectful towards one another and towards all the adults in school. Almost all demonstrate positive attitudes towards their learning and are keen to continue their learning at home. Many develop strong independent learning skills through this process.

Students are proud to have adopted the UAE as their home country. They demonstrate their commitment to and understanding of, the country's culture and values at assemblies and through participation in cultural events. Older students have a strong moral awareness and can thoughtfully reflect on how the lives of children around the world differ from their own.

Most students have a good understanding of how to live safe and healthy lives. For example, KG children are able to describe which foods are best for their teeth and Grade 10 students are able to compare the safety of young people in India and the UAE. Students have opportunities to develop leadership skills through the range of specialist curriculum weeks, as well as through opportunities to take on the roles of head boy and girl and house captain. Attendance, at 93%, is just above average.

## **The quality of teaching and learning**

The quality of teaching and learning is satisfactory. Inspectors observed lessons ranging from good to very unsatisfactory; a large majority were satisfactory or better. The most effective teaching was seen mainly in English and science; less effective lessons were observed in all subjects.

In many lessons, teachers lead question and answer sessions that challenge and probe understanding. Students regularly respond enthusiastically, asking questions, demonstrating their curiosity and their prior knowledge of a subject. In some lessons, teachers talk for too long and this leads to restlessness and boredom. Students relish opportunities to work together to find solutions and to discuss their learning. These skills are not maximized in some lessons where teachers restrict students' independence by controlling learning from the front of the class.

Teachers use ICT and curriculum resources well in almost all lessons to spark students' interest and deepen their learning. For example, in a science lesson on the sections of the brain, the teacher introduced a cauliflower for students to paint the different areas of the brain. Teachers' planning is well supported by a

content management system, which enables them to select high quality resources such as a video clip to show how copper sulphate crystals are formed.

Lesson plans are general and do not routinely identify strategies to be used in specific lessons to meet the needs of individual students. This leads to a lack of effective response by some teachers to the prior learning of individuals. In a few cases, the same lesson is taught to groups irrespective of how securely they have grasped the previous objective. Clear explanations of subject knowledge are a positive feature in the majority of lessons. Most learning objectives focus on content knowledge and students understand what they are learning. Many teachers do not focus sufficiently upon success criteria, which limits the opportunity and ability for students to review their learning at the end of lessons.

Teachers do not routinely use assessment information effectively. In most lessons, students work on the same task at the same speed. In the best lessons, teachers use probing questioning to challenge more able students. A few teachers provide more detailed explanations, outside of lessons, to support less able students. Students are not involved in the assessment of their own learning or the work of their peers. Teachers mark students' work accurately but students are given too little written feedback to guide their next steps. As a result, many students are not aware of what they need to do to improve.

### **Meeting students' needs through the curriculum**

The implementation of the curriculum is satisfactory. The school's content management system combines curriculum planning with the integration of high quality teaching resources and supports teachers' use of ICT in lessons. This has a positive impact on academic progress and the development of technological skills. The school delivers a CBSE curriculum with an extended focus on physical education, as well as art, music and classical dance. Students in the upper sections are well supported in making choices about further education options, including an optional visit to a New York university.

Planning does not define the intended outcomes and expectations for each subject in sufficient detail. Planning for different abilities of students is inadequate and as a result more able students not receiving adequate challenge in lessons. There are insufficient opportunities for students to develop problem solving and research skills. The KG curriculum is well planned, and resourced, to support the development of age appropriate fine and gross motor skills and provides high quality opportunities for imaginative role-play and creative expression.

The curriculum successfully promotes students' understanding and awareness of UAE culture through social studies lessons as well as the newly introduced

student competency framework that focuses on national identity as a whole school priority.

### **The protection, care, guidance and support of students**

The school's systems for care and support are good. A large senior leadership team takes overall responsibility for the pastoral care of students. They work closely with the school's social worker who is responsible for investigating any behaviour or academic issues that students face. Parents and students confirm that this is an effective system. The school does not have an SEN coordinator. The social worker ensures that the needs of the identified SEN students are planned for. There is limited identification, tracking and support for other students, particularly the many students who are more able and find their lessons easy.

Relationships between the staff, both teaching and non-teaching staff, and students are very positive and mutually respectful. Students report feeling safe in school and that there is no bullying or corporal punishment. The school has an effective child protection policy and both staff and students know how to deal with concerns they may have. Procedures for ensuring the good health of students are well established.

The school's administration team ensures that there are good systems for checking that all adults are suitable to work with children. There are good systems in place for tracking students' attendance and punctuality.

### **The quality of the school's buildings and premises**

The building and premises are spacious with high quality facilities that enable the school to provide a broad and balanced curriculum. The facilities for physical education are particularly impressive; they include athletics' facilities as well as indoor and outdoor spaces for games, dance rooms as well as a swimming pool. Science facilities include specialist laboratories for separate subjects and there are 3 ICT laboratories for teaching discrete ICT skills. A few classrooms are crowded, particularly in the lower primary sections.

Shared areas in the school are bright and light and used effectively to display and celebrate the school's values and students' work. Shared areas in the KG building allow children to have space and opportunity to climb and play on large play equipment. The school has two canteens; both are small for the numbers of students needing to access them, leaving students to have their snacks in their classrooms.

The school's policies for ensuring that the site is safe and that students can be evacuated quickly and safely in case of an emergency are good. There are clear

systems in place for ensuring that hazardous materials are kept locked. The school building is kept clean and hygienic by a large team of support staff. Security staff ensure that all visitors are accounted for. The building provides safe access to all rooms for students and adults requiring specialist access.

### **The school's resources to support its aims**

The school's resources are satisfactory and improving. This has been a priority for the school since the last inspection and classrooms are now well equipped. Interactive whiteboards, as well as the content management resources support teachers in making the CBSE curriculum more accessible. KG classes have access to play based learning resources. These are well used at the start of the day when children arrive after a long journey into school, as well as during lessons.

The 3 school libraries provide a range of books but these are not sufficient for the large number of students in the school. There are limited texts in Arabic and Hindi. Non-fiction sections are limited to textbooks and grammar books, which do not adequately support students' research skills development. Computers are restricted to ICT an laboratory, which limits students' access to them. The school recognizes this and plans are in place for providing classroom access to ICT resources.

There are sufficient teachers, most with good subject knowledge. Support staff are plentiful; most are deployed for supervision and maintenance tasks. There are insufficient additional adults to support student learning in lessons. The school has appropriate procedures in place to ensure that the buses, provided by an external contractor, are maintained to a high standard and equipped with cameras and safety resources.

### **The effectiveness of leadership and management**

Leadership and management are satisfactory and improving. The principal and his senior leadership team provide secure strategic leadership. There are good systems in place for managing day-to-day routines and operations for the large community of students and staff. The principal is visible around the school and students, teachers and parents feel well supported by him. Since the last inspection, the leadership team has ensured that standards have risen in English, mathematics and science. The subjects taught in Arabic have not had the same scrutiny or the same amount of guidance and support.

The principal, supported by the newly appointed school evaluation coordinator, has led the school self-evaluation process and the improvements since the last inspection. There is a need for greater rigour in this process to identify precisely,

the improvement activities which will impact on student learning. Senior leaders are tasked with sharing school improvement priorities with curriculum coordinators. The role of middle leaders, including curriculum coordinators, is insufficiently well defined to improve the quality of teaching and learning. There are inadequate systems to support the robust monitoring of the school improvement initiatives outlined in development plan.

Several members of the senior team observe lessons. The feedback given is variable and does not always give teachers sufficient guidance on how to improve their practice. The lack of clear targets that focus on student learning and the irregular monitoring of how teachers meet those targets, leads to inconsistencies in the quality of teaching and learning.

The school's owner has a clear vision for the school, its priorities for improvement and how it serves the community. He meets with parents and the principal regularly, with the chief finance officer, to participate in strategic decision-making and to hear parents' views. These discussions are not recorded formally. The school's finances are well managed and monitored by the school board.

Parents are supportive and report that their children receive good academic support and guidance. There are regular communications with parents, including weekly curriculum updates, as well as regular opportunities to meet teachers to learn about the progress their child is making. Teachers make themselves available for an hour every evening in case a parent needs guidance on their child's learning, particularly the homework that has been set.

### **Progress since the last inspection**

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The school has made good progress on the inspection recommendations from the last report. There are formal systems and procedures for monitoring teaching and learning and setting improvement targets for teachers. Professional development is still not sufficiently matched to the teachers' individual professional needs identified through classroom observations.

The school has established a new leadership team, including heads of the different sections and senior staff to support them. Roles and responsibilities are defined; they focus more on ensuring the smooth running of the school than on using their expertise and experience to improve student learning. Many of the team are new and require further training and support. The board of governors has been established and roles, responsibilities and lines of decision-making are in place but meetings are not formally recorded.

The KG section has introduced a wider curriculum to support the children's physical, social, emotional and academic needs since the last inspection. This has

required a change in the curriculum planning systems, classroom organisation and practice as well as a substantial increase in resources.

The school has invested in some high quality resources, both physical and technological, to support teachers' planning and practical learning strategies. Teachers have received ICT training to support their planning. More teachers are beginning to use a wider range of teaching strategies that increasingly promote active learning and use available resources to motivate and engage students. ICT resources are still not sufficient in quality and quantity to adequately improve students' 21<sup>st</sup> century skills.

The school has demonstrated good capacity for sustained further improvement.

## What the school should do to improve further:

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1. Improve attainment and progress, particularly of the more able, by:
  - i. developing data systems that enable teachers and senior leaders, to rigorously measure and analyse students' performance in every subject in comparison to CBSE and international standards
  - ii. using the data generated to identify specific gaps in learning and teaching
  - iii. tracking individual students' progress and setting appropriately challenging targets for improvement.
  
2. To increase the consistency in teaching and learning so that a greater proportion of lessons are at least good, by:
  - i. using assessment information more effectively to provide greater challenge in lessons for higher achieving students
  - ii. providing more opportunities for students to develop a wider range of learning skills
  - iii. ensuring that clear success criteria are shared with students in to help them judge for themselves whether they have met the objective understand what they need to do to improve further.
  
3. Enhance leadership and management by:
  - i. developing the role of middle managers and subject coordinators to focus on improving the quality of teaching and learning
  - ii. ensuring that robust and effective use is made of assessment information by senior leaders to ensure that school improvement strategies impact positively on academic achievement.

## Inspection Grades

Performance Standard	Band A High performing			Band B Satisfactory		Band C In need of significant improvement		
	Outstanding	Very Good	Good	Satisfactory & Improving	Satisfactory	Unsatisfactory	Very unsatisfactory	Poor
	1	2	3	4	5	6	7	8
Standard 1: Students' attainment and progress								
Standard 2: Students' personal development								
Standard 3: The quality of teaching and learning								
Standard 4: The meeting of students' needs through the curriculum								
Standard 5: The protection, care, guidance and support of students								
Standard 6: The quality of the school's buildings and premises								
Standard 7: The school's resources to support its aims								
Standard 8: The effectiveness of leadership and management								
Summary Evaluation: <b>The school's overall effectiveness</b>								