Private School

Inspection Report

Bright Riders School

Academic Year 2016 – 2017

Bright Riders School

Inspection Date	January 23, 2017	to	January 26, 2017
Date of previous inspection	May 17, 2015	to	May 20, 2015

General Information

School ID	225
Opening year of school	2013 (1975)
Principal	Rishikesh Padegaonkar
School telephone	+971 (0)2 692 2000
School Address	Mohammed Bin Zayed City, Abu Dhabi
Official email (ADEC)	Bright-rider.pvt@adec.ac.ae
School website	www.brightriders.ae
Fee ranges (per annum)	Very Low to Low Categories: AED 9,200 to AED 19,100

Students

Total number of students	3,536	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	0
Number of students in other phases	KG	496
	Primary:	1,677
	Middle:	917
	High:	446
Age range	3 to 17 years	
Grades or Year Groups	Kindergarten to Grade 12	
Gender	Boys and Girls	
% of Emirati Students	0%	
Largest nationality groups (%)	1. Indian 99%	
	2. Pakistani 0.4%	
	3. Sri Lankan 0.3%	

Licensed Curriculum

Main Curriculum	Indian
Other Curriculum (if applicable)	--------
External Exams/ Standardised tests	CBSE; IBT – Grade 3 to Grade 10
Accreditation	---------

Staff

Number of teachers	159	
Number of teaching assistants (TAs)	25	
Teacher-student ratio	KG/ FS	1:23
	Other phases	1:16
Teacher turnover	12%	

Introduction

Inspection activities	
Number of inspectors deployed	8
Number of inspection days	4
Number of lessons observed	192
Number of joint lesson observations	10
Number of parents' questionnaires	166; (return rate: 5%)
Details of other inspection activities	Inspectors conducted meetings with senior leaders, teachers and support staff, students and parents. They analysed test and assessment results and scrutinised students' work across the school. They reviewed many of the school's policies, surveys and other documentation. The leadership team was involved throughout the inspection and conducted joint lesson observations with inspectors.

School	
School Aims	'to encourage each student in all aspects of learning'
School vision and mission	Vision 'To nurture youth to grow into full-fledged personalities of the future Vision, by drawing out the best in them through support in all forms of learning.' Mission 'The staff, parents and members of the School Board of BRS aim to encourage each student in all aspects of learning by: • Working together as a team and learning community. • Identifying, nurturing, and developing every student's potential. • Promoting learning with love.

	• Offering a holistic education to develop students' aesthetic, moral, and social values; as well as their intellectual and physical capacities. • Providing a rich, challenging academic program. • Encouraging independence and confidence in a safe environment. • Promoting personal self-esteem and respect for others. • Setting high academic standards. • Creating a world-class education experience—innovative, challenging, and enterprising. • Encouraging the development of positive social and cultural values. • Developing leadership skills in all students. • Providing positive adult role models. • Sowing the seeds of wonder, creativity, innovation, hard work, and the spirit of discovery and adventure.'
Admission Policy	The school has an open admissions policy until Grade 3. It has selection tests for new entrants from Grade 4 onwards and only accepts the top performers for the few vacancies it has in these grades.
Leadership structure (ownership, governance and management)	The senior leadership team comprises the principal who is supported by three supervisors and three section heads for each of the KG, primary and secondary phases of the school. There is a team of subject coordinators, four activity coordinators, as well as coordinators for information and communication technology (ICT), professional development, time-tabling, environment and special educational needs (SEN). The governing body consists of the chairman, vice chairman, three members who have responsibility for finance, government liaison, academics and professional development, and two parent representatives.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school internally
Intellectual disability	1	0
Specific Learning Disability	6	0
Emotional and Behaviour Disorders (ED/ BD)	1	0
Autism Spectrum Disorder (ASD)	2	0
Speech and Language Disorders	0	0
Physical and health related disabilities	1	0
Visually impaired	0	0
Hearing impaired	1	0
Multiple disabilities	0	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	5
Subject-specific aptitude (e.g. in science, mathematics, languages)	27
Social maturity and leadership	26
Mechanical/ technical/ technological ingenuity	1
Visual and performing arts (e.g. art, theatre, recitation)	19
Psychomotor ability (e.g. dance or sport)	13

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

The school was judged to be:	Band A	Good

Performance Standards	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement			☑			
Performance Standard 2: Students' personal and social development, and their innovation skills		☑				
Performance Standard 3: Teaching and assessment			☑			
Performance Standard 4: Curriculum			☑			
Performance Standard 5: The protection, care, guidance and support of students		☑				
Performance Standard 6: Leadership and management			☑			
Summary Evaluation: **The school's overall performance**			☑			

The Performance of the School

Evaluation of the school's overall performance

Bright Riders School provides a good quality of education. Students' achievement overall is good: the majority of students attain levels that are above expected curriculum standards and make good progress, including those with SEN or with G&T. In Arabic, students' attainment and progress are acceptable in primary, weak in the middle school and very weak in the high school. The quality of teaching is good in almost all subjects; it is weak overall in Arabic. The quality of curriculum implementation is also good in almost all subjects.

Students' personal and social development is very good. They demonstrate high levels of self-discipline and have keen attitudes to learning. Students show high levels of appreciation and respect for the values of Islam and the heritage and culture of the UAE. Students' well-being is a priority for all staff, who contribute positively to the high-quality protection, care, guidance and support students receive. Parents are extremely supportive and satisfied with their children's academic achievements and personal development at school. Leaders ensure that all members of the community share a clear strategic direction. The distributive leadership structure ensures effective teamwork at all levels. The highly efficient organisation and management of this large school contribute to its smooth day-to-day running.

Progress made since last inspection and capacity to improve

The school has made good progress in addressing recommendations from the previous inspection. It has further developed assessment data systems; these are used effectively to analyse students' performance against Central Board of Secondary Education (CBSE) and standards, particularly in the high school and also to inform school improvement strategies. The use of assessment results to set appropriately challenging targets for individual students has also been initiated. The use of external standardised assessment has increased; this provides very useful comparative data for the large minority of Grades 3 to 10 students.

The quality of teaching and learning has improved so that, overall, lessons are more consistently good and better. Teachers now share learning objectives in all lessons, and in the most effective lessons, they revisit so that students understand what they need to do to improve further. This remains an ongoing area for development. In most lessons teachers now plan opportunities for students to develop a wider range of learning skills. More effective teachers are increasingly providing activities which provide challenge for higher achieving students.

The role of middle leaders and subject coordinators has widened to include responsibility for observing and impacting on the quality of teaching and learning. Increasing the focus on effective learning remains an area for development.

The principal, senior leaders and school staff have demonstrated good capacity to sustain further improvement.

Development and promotion of innovation skills

Leaders are committed to promoting purposeful innovation throughout the school. A security feature provided by the 'BRS mobile App' monitors the barcode on students' identity tags and allows parents to track their children from when they board school transport. The school programme includes the creation of an enthusiastic innovation team who support and encourage the development of initiatives, and scheduled weekly innovation lessons for students in Grades 1 to 3. Professional development has led to teachers' use of a wider range of teaching strategies and more effective development of students' collaborative and problem-solving skills. Not all teachers understand clearly how to promote innovation skills, and they focus too much on a required end product rather than the development of students' creativity, initiative and self-reliance. Many in-class initiatives are quite recent, and opportunities for innovation are more evident in projects and activities away from lessons.

Innovation is promoted through the range of clubs, activities and additional projects. Current initiatives are successful in involving students in participating and managing activities, such as operating a digital magazine where the student link is controlled by a publication team of Grade 9 students. Additionally, Grade 8 and 9 students independently run the engaging BRS radio which transmits announcements, student-led interviews and music during break times. The school pays attention to students' ideas, for example by adopting a Grade 5 student's initiative to establish a whole-school Pink Day. with informative and useful activities. The e-waste project raises awareness of the importance of recycling and the responsible disposal of electrical items.

In more effective lessons, the promotion of innovation skills is emerging, such as creative presentations in business studies confidently made by Grade 11 students. Equally Grade 3 students were able to follow instructions in collaborative groups to make working models of the lungs using plastic bottles and balloons. In the younger classes, there remains an over-emphasis on students copying ideas presented by teachers.

The inspection identified the following as key areas of strength:

- students' confident communication skills in English and the positive impact this has on their learning in other subjects
- students' self-discipline, harmonious relationships and keen attitudes to learning
- students' strong personal and social development, fostered by the high quality of care, welfare, security and guidance provided
- the appreciation and respect students show for Islamic values and the heritage and culture of the UAE
- the clear strategic direction and effective communication shared by all members of the community.

The inspection identified the following as key areas for improvement:

- students' attainment and progress, particularly in Arabic
- consistency in more effective planning and teaching for effective learning in all grade levels and subjects, to ensure appropriate levels of support and challenge for all learning groups, including low achievers and high achievers
- regular opportunities in lessons for students to develop skills in critical thinking, innovation and independent learning
- consistency in the rigour of lesson observations to focus more specifically on the impact of teaching on learning and to monitor the quality of planning to meet the needs of all students
- professional development, so that it is sufficiently aligned to individual teachers' identified needs.

Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as a Second Language)	Attainment	N/A	Acceptable	Weak	Very Weak
	Progress	N/A	Acceptable	Weak	Very Weak
Social Studies	Attainment	N/A	Good	Good	Good
	Progress	N/A	Acceptable	Good	Good
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Good	Acceptable	Good	Good
	Progress	Good	Acceptable	Good	Good
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Good	Good	Good	Good

Attainment compared to curriculum expectations is good in almost all core subjects. In Arabic, it is acceptable in primary, weak in middle and very weak in high school. In English, mathematics and science, performance results based on internal assessments show that the large majority of students attain levels above curriculum standards. A large minority of Grades 3 to 10 students participated in external assessments set by the International Benchmark Test (IBT) through the Australian Council for Educational Research (ACER) in English, mathematics and science. The average performance levels were similar to international averages. In Grades 10 and 12 CBSE Board examinations in English the large majority of students attain levels above curriculum standards. In mathematics and science, the large majority of Grade 10 students attain levels above curriculum standards and in Grade 12 the large minority of students are in line. Overall, over two years, results demonstrate a decline, with the exception of Grade 10 English results. Overall, students identified with SEN and gifted and talented (G&T) make similar rates of progress to other student groups in the school, in relation to their starting points.

In Islamic education, students' attainment and progress are good in Grades 1 to 12. Most students have a very secure understanding of the values of Islam and they confidently apply these in their daily lives. In primary, students have a secure knowledge of Makkah and appropriate details of the life of the Prophet (PBUH). Grade 1 students know the five pillars of Islam and particular features of 'salat'. Older students in middle school understand the value of congregation prayers. By high school, most students confidently discuss the connection of Islamic values to their own behaviour, as when Grade 11 are able to explain the ill effects of alcohol and how it can have a negative impact on a family and society.

In Arabic, almost all students start school with very limited language skills. Their attainment and progress are acceptable in primary, weak in middle grades and very weak in high school. Students across the school have legible and neat hand writing and they can copy text accurately. In primary, students are developing an acceptable level of vocabulary. In Grades 1 and 2, they develop appropriate speaking skills; they can pronounce letters correctly and understand short sentences. In middle and high school, students' language skills are underdeveloped. They are not able to consistently speak Arabic to express their views, retell stories or accurately answer simple questions using short sentences. They are able to read with accuracy; however, as in Grade 8, only a few are able to take full meaning from the paragraphs they read. In all grades, creative writing skills are underdeveloped and students have difficulty creating simple sentences to describe pictures.

In social studies, students' attainment and progress are good overall; progress is acceptable in primary grades. In all grades, most students demonstrate a sound

knowledge and understanding of the UAE's heritage and culture. They are proud to live in the Emirate and show appreciation and respect for its values and traditions, such as earnestly singing the National Anthem and knowledgeably discussing its geography, history and economic development. In Grade 1, students confidently describe different means of transport and know the national airline. Most Grade 6 students can describe a variety of famous landmarks within the UAE and use role play to explain the way in which national symbols contribute to the identity of the nation. As they progress through the grades, their understanding develops, and by Grade 10 students are able to assess and discuss the impact of globalisation on the economy.

In English, students' attainment and progress are good throughout the school. They develop confident language skills and demonstrate increasing competency as they progress into older grades. In all grade levels most students confidently communicate their ideas when speaking and in written work. In KG, children use a growing range of vocabulary with accurate sentence construction; they read and write using phonic skills. By Grade 5, most can read with fluency, expression and understanding, write with a confident cursive style and express their ideas with ease. Older primary and middle school students demonstrate increasing skills in reading comprehension by summarising texts using a wider range of vocabulary. By Grade 12, most students are confident and accomplished in all four language skills. They are secure in decoding complex words and read previously unseen poems with expression. Most make ready use of more sophisticated vocabulary to communicate and express their ideas.

In mathematics, students' attainment and progress are good overall. A large majority of students make good progress. They are able to demonstrate their understanding of concepts and apply their knowledge to solve problems. In KG, a large majority of children are able to identify and create patterns using a range of colourful objects. By the time, they reach the primary grades, most students understand and use a range of mathematical terms; for example, Grade 1 students are able to accurately explain that multiplication is skip counting and repeated addition. By Grade 5 students more confidently solve word problems; for example, to calculate profit or loss. In middle school, students' problem-solving skills develop further. In high school, students develop deeper understanding of mathematical terms and apply them to more complex problems. For example, by Grade 12 a large majority can accurately solve problems related to conditional probability.

In science, students' attainment and progress are good in KG, middle grades and high school; they are acceptable in primary. Students throughout the grades steadily develop the use of scientific vocabulary to describe their learning. KG children demonstrate secure development of observation skills and confidence in using them, for example, as they investigate whether objects sink or float. In the primary phase, most students' classification skills improve, as demonstrated when they sorted

animals on the basis of habitat, food and their use by people; the development of scientific skills and investigation is less secure in primary. In middle grades, most students demonstrate safe practical investigative skills, as when Grade 7 students construct simple single and double cell circuits, and analyse the heating effect of electric current from circuits and the factors involved. By high school, most students demonstrate secure scientific knowledge and understanding are confident in their observational, measuring and recording skills.

In other subjects, students' attainment and progress are good in KG, primary and middle phases, and very good in high school. In KG children demonstrate positive personal development and innovative skills. Students enjoy creative activities and most are developing increasing subject related skills in music, art and physical education (PE). Grade 4 students demonstrate effective scale development in art, and Grade 5 students are able to link their drawing to mathematical geometric shapes. Most students make good progress in Information and communication technology (ICT) skills. Well-planned activities enable students to develop higher level skills; for example, in independently designing a power point presentation. By Grade 8, students are in the early stages of designing data bases and demonstrate their knowledge and skills by creating a bank account. In Hindi, most students develop confident language skills: Grade 3 students are able to sort words to make sentences; Grade 5 students use appropriate vocabulary and sentence structure; Grade 7 students use concept maps well to prepare storyboards; and by Grade 9, students read poetry with good rhythm and can produce a personal response after reading the poem.

Overall, most students progressively develop secure learning skills in all phases. They enjoy learning, and most apply themselves well in almost all subjects. KG children share materials and equipment harmoniously, for example when participating in free choice activities. When given the opportunity almost all students take responsibility for their learning in activities, as when Grade 9 boys in an English lesson worked effectively as a group to discuss the topic and deliver credible and detailed responses. Most students interact very well with each other and their teachers. In group learning, students willingly communicate and share ideas with confidence. Activities in lessons encourage students to make connections between their learning and real life. For example, in a Grade 8 lesson when students used mathematical skills in calculating the area of a wall for painting. Most students show developing skills in innovation, research and critical thinking. Planned links between subjects help students make clear connections. In particular, they relate their learning to the culture and heritage of the UAE, as when Grade 4 students read a traditional UAE story for comprehension practice.

Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
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	Very Good	Very Good	Very Good	Very Good

Students' personal and social development and their innovation skills are very good overall. Students enjoy coming to school and being a part of its life; they have very positive attitudes and they are keen to learn. They take pride in being part of the school community. Most learn confident leadership skills, for example through participation in middle and high school on the large and active student council, and through opportunities in younger grades to take responsibility as class monitors for a range of activities. Most students are self-disciplined and very well behaved, encouraged by motivating strategies such as the 'Star Class' award that emphasises peer encouragement. Most students share cordial relationship with adults and their peers and interact respectfully. The school effectively promotes healthy eating habits and most students of all ages show a secure understanding of healthy and unhealthy foods and the activities that will help them to stay healthy. Students' attendance levels are outstanding at 98%.

Most students demonstrate a very good understanding of Islamic values, reflected in their high standards of behaviour; this is supported by daily recitation of verses from the Qur'an followed by an English translation and opportunities for role play to highlight Islamic values. They are appreciative of, and knowledgeable about, the culture of the UAE, supported by the social studies curriculum, links between subjects and celebrations of cultural events. Students' awareness of the UAE's landmarks, days of national importance and economic achievements is very clear. The extensive attractive artwork displayed around the school illustrates their knowledge and appreciation of the UAE. They display a sound awareness of their own and other world cultures, enhanced by celebrating, for example, the festivals of India.

Students throughout the school appreciate opportunities to participate in community service projects and often initiate them, for example in donating a large quantity of stationery to a refugee camp through the Red Crescent society. KG children have donated toys to orphanages. Most students understand their responsibilities within the school community, for example by taking care of the building and providing radio entertainment during break times. Students in all grades show a well-developed work ethic. They demonstrate high levels of creativity when given the opportunity, as when Grade 6 students develop and present role plays to illustrate outstanding features of the UAE.

Students of all grades are environmentally conscious. Older students have conducted a water and waste audit to check on the wastage of water at home and school, and this had an impact on their personal conduct. The school is involved in a sustainability project through the 'Roots and Shoots' internet portal to influence positive environmental change. Students in the eco club conducted a competition to promote a ban on plastic usage in school and campaigned for the school to save paper by printing on both sides. Grades 11 and 12 students participated in a model United Nations (MUN) activity during which they enthusiastically debated plastics pollution, representing views from 20 countries.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Acceptable	Acceptable	Good	Good

Teaching and assessment are good. The quality of teaching observed by inspectors ranged from very good to very weak. In the large majority of lessons, the effectiveness of teaching is good or better. Effective teaching practices are evident in almost all subjects and grades; this is particularly consistent in Islamic Education, English and mathematics. The least effective teaching is in Arabic, where only a large minority of lessons are acceptable or better.

In most subjects, teachers have good subject knowledge and understanding of how students learn best. In Arabic, a majority of teachers have insufficient knowledge of effective learning strategies for teaching Arabic as a second language. In the most

effective lessons, teachers create a positive learning environment in which well-planned activities are matched to students' different learning needs. Most students are fully engaged as active learners and work collaboratively and independently. They demonstrate a clear understanding of their learning and link it to everyday life. In the few lessons that are less effective, all students are often given the same task, which fails to challenge high achievers or, more markedly, to provide support for those who find learning difficult. They spend too much time as passive learners and do not have enough opportunities to develop their own ideas or work independently.

Good planning in most curriculum areas is used consistently to provide effective learning in most lessons. Planning is consistent across the school and covers most essential aspects of lesson structure. In a majority of lesson plans there is a lack of clarity and detail about how the learning needs of high achievers and those who find learning difficult will be addressed. Most lessons have a clear structure, with an initial discussion of the learning objective, followed by activities that are mostly well-resourced to enhance students' learning experience. Most teachers use a variety of strategies to enable students to work individually and collaboratively. In most lessons teacher and student relationships are warm and friendly. In the best lessons, teachers encourage dialogue to enable students to share ideas, solve problems and present their conclusions. They use open ended and probing questions well to enable students to demonstrate their knowledge and to check that they are learning effectively. The development of critical thinking, problem-solving and innovation is good across most subjects and lessons in middle and high school grades. Most students demonstrate good ability to undertake research, gather evidence, draw conclusions and present their findings and ideas. This is less evident in a majority of KG and primary classes: students are too often restricted to following the instructions of the teacher and have fewer opportunities for exploring situations and sharing their own findings and ideas.

The school has good internal assessment practices and uses them regularly to track the progress of students. Regular continuous assessments and tests are used to track the progress of individuals, classes and grades. The school effectively analyses students' performance against CBSE and standards, particularly in the high school. External standardised assessment is also used to provide very useful comparative data for the large minority of Grades 3 to 10 students. Most teachers are aware of the strengths and weaknesses of students through their ongoing classroom monitoring, marking of work and continuous assessments. That knowledge is used well in most middle and high school lessons to plan learning that effectively engages and challenges students at a demanding level. It is not used as consistently in KG and primary grades to influence planning and teaching. In these grades, students are

often asked to work on the same task, and are over-reliant on directions from the teacher.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

The quality of curriculum design, implementation and adaptation is good. The curriculum has a sound rationale and is based on the National Curriculum Framework 2005 developed by the National Council of Educational Research and Training (NCERT) in India. It is broad, balanced and compliant with CBSE and MoE guidelines. Implementation is effective in giving focus to developing key competencies and skills in addition to knowledge and understanding. The core curriculum is supplemented by other subjects including Hindi, PE, creative arts, and ICT. In high school, students have a choice of science and commerce options with an appropriate combination of different subjects. The curriculum is planned well to provide a continuity and progression between the different phases and grades that enables students to move from one level to the next with ease. It meets the needs of most students; in Arabic, planning and implementation, particularly in middle and high grades, do not sufficiently take account of students' prior learning to develop meaningful ways to meet their needs. Links between subjects are meaningful and evident in most lessons; for example, consistent linkage between Islamic Education and social studies was evident, as Grade 6 students learned about 'profit and loss' and solved problems using currencies from different countries. The curriculum is reviewed twice a year and takes good account of performance results; this allows modifications to meet the needs of most students. For example, mathematics teachers identified gaps in students' understanding of multiplication, and following the review they introduced a range of activities to teach multiplication and enhance students' understanding of the concept.

The curriculum is adequately planned so as to provide modifications to meet the needs of most students; there is insufficient specific planning in lessons in order to accelerate the rates of progress for low and high achievers. Modifications do not

always meet the individual needs of all students, for example, in challenging high achievers. Curriculum implementation in most subjects is interesting and motivating for most students, and they are generally provided with many engaging activities. Students routinely participate in a wide range of clubs, sports and co-curricular activities, such as aerobics, swimming, art, vocal and instrumental music and dance, that help develop their interests and enhance their talents. Opportunities for students to develop skills in innovation and enterprise are more limited across all phases. The priority the school gives to students' understanding and appreciation of the UAE's culture is evident in the well-planned and meaningful references to it made in all subjects. Assemblies, displays and UAE social studies further enrich students' understanding of UAE society.

Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Good	Good	Good	Good

The school makes very good provision for the overall protection, care, guidance and support of students. The child protection policy is well documented and implemented. The school ensures that all adults who come in contact with the students understand and abide by it. The counsellor is positively involved in promoting and maintaining student well-being. Students indicate that they feel confident in approaching their teachers or a trusted adult if they have an issue to discuss. Cyber safety awareness is promoted through information sessions for students, in collaboration with the Civil Defence department. The school gives high priority to the health, safety and security of students. Rigorous security at all gates and reception areas closely monitors all entrances and visitors. The buildings and premises are maintained to a high standard and all issues are attended to immediately. Records are meticulous and up to date, including those for staff, students' health records, fire drills and incident registers. The premises provide a very high quality learning environment that ensures inclusive access. Effective signage is not fully available everywhere so as to enable quick navigation in the event of an

emergency. Medical provision is attentive and of high quality. The school uses very effective strategies to promote students' understanding of healthy lifestyles. These include orientation by the nurse and doctors, displays which reinforce important health-related message, and sessions with an external life coach to develop emotional balance and coping strategies. The cafeteria provides food prepared with organic ingredients and displays the calorie count to educate the students on healthy eating habits. The school's procedures to ensure safety on school transport are appropriate and maintenance records are up to date. Student arrival and departure are very efficiently supervised.

Staff foster very positive and caring relationships with students. They consistently implement supportive behaviour management procedures; effective reward systems recognize student development. Comprehensive procedures sustain the high rates of attendance through effective and prompt communication and rewards to students and classes. Procedures for identification of students with SEN or G&T are still not sufficiently rigorous; these are largely dependent on teacher or parent referral. The school has appointed a SEN coordinator (SENCo), and the counsellor provides additional support and guidance. The SENCo develops initial support plans and individual educational plans that are accessible by class teachers. Students identified with G&T have advanced learning plans for academics and are provided opportunities to pursue their talents, for example in swimming and sports; provision for them in lessons is less effective. The school has a limited number of staff to provide specialist support for students identified with SEN. The school provides effective guidance and support for students of all ages. Students are able to attend a career fair and in Grades 10 and 12 they participate in a career aptitude test and the school uses the results to guide their choices. The counsellor provides targeted guidance and advice to high school students on university applications.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good

The quality of leadership and management is good. The principal provides strong leadership; he has a clear vision for the strategic direction of the school that is shared by all levels of leadership. The distributive leadership structure fosters team work at all levels. The allocation of subject responsibility across two grades throughout the school results in insufficient overall leadership by a subject specialist. Middle leaders in Arabic, particularly in middle and high grades, demonstrate less understanding of how best to teach Arabic as an additional language. Senior leaders and teachers cultivate professional and positive relationships, and communication is effective among all members of the community. The senior and middle leadership teams are effective in holding all staff members accountable for improving the quality of the teaching programmes while also providing support and guidance.

The principal and most senior leaders have a secure understanding of the strengths of the school and priority areas for further improvement. Self-evaluation processes are systematic and are led by senior leaders. Staff are involved through department contributions. The school makes use of performance data to identify improvement targets. The self-evaluation (SEF) is based on appropriate evidence sources. Judgments based on performance data are overly positive. The schools' development plan (SDP) and subsequent improvement and action plans consist of appropriate actions and achievable goals aligned to the recommendations of the previous school report and to student performance data.

Performance management processes are systematic and supportive. They include a cycle of observations and improvement targets as well as peer observations allowing teachers within departments to share best practice. The lesson observation process and instruments do not focus sufficiently on the impact of teaching on learning. There is inconsistency in effective monitoring of the quality of lesson planning, in particular to ensure appropriate levels of support and challenge for low and high achievers. Regular professional development is aligned to and carefully addresses identified

whole-school needs and goals. It is not yet sufficiently aligned to individual teacher's identified needs.

The school successfully engages parents in the life of the school. Parents are appreciative of the achievements of their children. Communication strategies are very effective in keeping parents informed; these include the use of SMS, quick response to emails and a daily schedule of telephone contact times with teachers. In particular, parents appreciate the up-to-date information they receive on all aspects of their children's progress. Reporting is regular and informative: it includes grades, commentary and parent meetings that keep parents well informed. The school has developed well-embedded community links to enhance student opportunities and learning, both in school and through visits such as community service engagement with a special needs school where students helped organise the annual sports meet, and presentations by professors from an Indian university.

Governance includes appropriate representation by parents. The board has a secure understanding of the development of the school; it seeks and considers parents' views through meetings and an annual survey. The principal is held securely to account for improving the quality of education and responding to development goals through regular reports to the board. The board delegates full responsibility for the day-to-day running of the school to the principal and maintains supportive oversight. It supports the school well and impacts positively on its strategic direction.

The school is very well organised, with efficiently implemented operational procedures. Movement throughout the day is carefully organised and controlled. Procedures and routines support students' learning effectively. Teachers are sufficient in number and appropriately qualified to deliver the curriculum. The premises and specialist facilities are of high quality and provide a stimulating learning environment that supports the curriculum very well. Display is colourful and includes eye-catching murals and examples of student art work. Resources effectively support curriculum implementation, teaching and learning needs in most subjects. There is a limited number and range of books in Arabic available in the libraries and classrooms.

What the school should do to improve further:

1. Strengthen the quality of teaching in Arabic, so that student achievement consistently matches that in other subjects by:
   i. providing professional development opportunities so that teachers better understand how to more effectively teach Arabic as an additional language
   ii. enabling peer observations of more effective teaching, for example in Hindi as well as in other subjects, so as to help teachers develop their own practice and their use of a range of active strategies to engage students
   iii. ensuring that individual teachers' planning is detailed, takes account of students' prior attainment levels, and provides plentiful opportunities for students to listen to and use the language.

2. Increase the consistency of high-quality teaching and the impact it makes on students' learning in order to raise achievement in all grade levels and subjects, and to ensure appropriate levels of support and challenge for all learning groups including lower achievers and higher achievers, by:
   i. ensuring that individual teachers' planning is detailed, takes account of students' prior attainment levels, and provides a range of strategies and meaningful activities to challenge and support all students
   ii. enabling more effective teachers to influence and help develop colleagues' practice through modelling successful strategies and participating in peer observations

3. Strengthen the planning, adaptation and delivery of the curriculum by increasing the opportunities provided in each subject for students to develop critical thinking, innovation, and independent learning skills.

4. Strengthen leadership and management of teaching and learning by:
   i. rigorous monitoring of teachers' planning to ensure the learning needs of all groups of students are provided for
   ii. ensuring lesson observations focus on students' learning and the impact made by teaching
   iii. providing professional development to strengthen the skills of middle leaders in observing lessons and providing support for identified improvement goals
   iv. ensuring professional development opportunities are also sufficiently aligned to individual teachers' identified needs.

Possible breaches of regulations and health & safety concerns

Bright Riders School

Regulations	
1.	
2.	
3.	
The UAE Flag is raised/ flown every day?	Yes
Is playing of the UAE National Anthem a daily feature at the morning assembly?	Yes

Health and Safety Concerns:
1.
2.
3.

Lead Inspector	Janet Gould	Date	January 28, 2017