



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
Report of

Bright Riders School

Overall
Effectiveness

Good

Academic year: 2018-2019

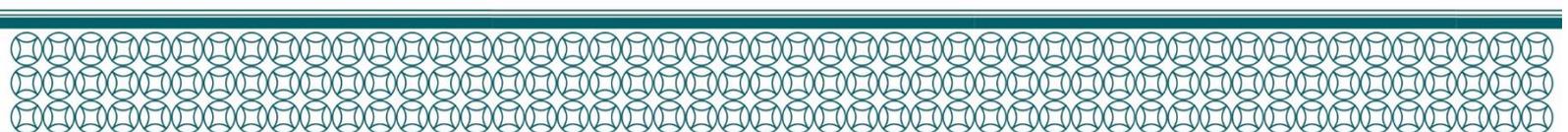




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School Information

School Profile			
School Name:	Bright Riders School		
School ID:	9225	School phases:	KG to high
School Council: **	N/A	Fee range and category*	AED 9,200 to 19,100. Very low to low.
School curriculum: *	Indian	Email:	Bright-rider.pvt@adek.ac.ae
Address:	Mohammed Bin Zayed City, Abu Dhabi.	Website:	www.brightriders.ae
Telephone:	+971(0) 26922000		

Staff Information			
Total number of teachers	214	Turnover rate	10%
Number of teaching assistants	15	Teacher- student ratio	1:16

Students' Information				
Total number of students	3393	Gender	Boys and girls	
% of Emirati students	0%	% of SEN students	0.4%	
% of largest nationality groups	Indian (98%)	Sri Lankan (1%)	Pakistani (1%)	
% of students per phase	KG 15%	Primary 35%	Middle 32%	High 19%

Inspection Details				
Inspection date:	from	14/05/1440	to:	17/05/1440
		20/01/2019		23/01/2019
Number of lessons observed:	209	Number of joint lessons observed:	43	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- The principal has been in post since the school opened in 2013, and the leadership team joined shortly afterwards. The school operates a selective admission policy apart from in Kindergarten (KG) where admission is by 'lucky draw'. Presently, almost all entry is into KG1 only. In other phases the turnover of students is relatively low at around 15%. There have been no significant changes to the school site or intake recently. Students with special educational needs (SEN) are not subject to selection and may enter if they apply.
- The overall performance of Bright Riders School remains good. Students' progress is at least good in all subjects. Teachers provide lessons that interest and engage students. School leaders have ensured good provision has been maintained and, in some areas of the school's work, provision has improved significantly.

Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">• Students' achievement is at least good in all subjects and in all phases. In a minority of subjects and phases, achievement is very good.• Achievement has improved significantly in Arabic second language due to better teaching. Gifted and talented (G&T) and high ability students are not yet achieving their full potential.• Students are keen and willing to learn. They can share ideas and solve problems. However, students' higher-level skills of independence, innovation and enterprise are less secure.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Very Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">• Students contribute very well to the success of the school through their considerate and respectful behaviour.• Students have well developed knowledge and understanding of UAE and Emirati heritage and culture. They respect Islamic values.• Students are yet to take full responsibility for their learning.		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">• Teachers know their subjects and the curriculum well and can communicate well.• Teachers help students learn by providing them with interesting lessons which develop their critical thinking skills, particularly in high.• Well-organised assessment processes provide teachers with useful information about students' progress and attainment. The use of		



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	international examinations to benchmark students' academic outcomes is a developing feature of the school.
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Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">• The curriculum is well designed and implemented. It enables students to gain valuable qualifications in high phase.• Older students benefit from a range of academic choices and all students gain form a wide range of extracurricular clubs.• The curriculum is not yet highly adapted to enable KG children to learn through exploration and to provide students with consistent opportunities to be independent and responsible learners.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">• The school's premises are very well developed and specialist resources, such as science laboratories support students' learning well.• The school's guidance programmes help students make informed academic and personal development choices.• Supervision arrangements are nearly always very effective, but a few younger students run when they are going to the buses.		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">• School leaders have ensured that the quality of provision has been maintained and built upon since the previous inspection.• Parents are very well informed about the school's work and provided with useful information to help them support their children's learning.• Capacity to improve the school further is good, but middle leaders are not yet enabled to fully contribute to school improvements.		



Progress made since last inspection and capacity to improve



- Significant improvements have been made to students' attainment and progress in Arabic second language (SL) and achievement is now very good in primary and good in other phases. Achievement has improved in other subjects, such as English, mathematics and science to be very good in high. All subjects are now graded at least good in all phases.
- Teachers now plan consistently well, and this has directly supported the improvements in the consistency of students' achievement. All groups of students now receive good levels of support.
- Lessons now contain regular opportunities for students to critically analyse new learning. Students' skills to be innovative and independent are now supported through innovation lessons and extracurricular clubs.
- Teachers' lesson plans are now routinely monitored. Lesson observations focus more on the impact of teaching on students' achievement.
- Teachers have received a considerable amount of professional development and this has led to improvements in the consistency of teaching, particularly in high.
- Capacity to improve the school further is good because school leaders understand what needs to be done and can devise effective plans to achieve development goals.



Provision for Reading



- The school has bright attractive library facilities and a small reading centre in KG. There are relatively few high-quality books for the number of students, especially in Arabic and Hindi.
- Language co-ordinators have devised action plans that include a wide range of activities to promote reading skills across the school. Subjects such as science also encourage technical reading.
- Librarians and teachers have developed plans to encourage students to read. There is a library policy and activities plan to promote reading. Records indicate the school is generally implementing its reading plans adequately.
- All three taught languages ensure that students understand the books they read. Students complete book reviews, they read aloud, and teachers' questions check understanding. Students complete written tests about their reading.
- Professional development has been provided for reading in KG. However, teachers require further training in Arabic and in Hindi.
- Classroom and corridor displays include reading promotions. There are reading corners in primary and KG classrooms.
- Assessment is based on monitoring students' reading aloud, assessment of students' reading for meaning, tracking reading mileage, and tests of reading comprehension.



Key areas of strength and areas for improvements:

Key areas of strength

- Students' very high achievement in middle and high school in English and in Arabic (SL) in primary. Students' high achievement in mathematics, science and other subjects in the high school.
- Students' exemplary behaviour and their very respectful relationships with others.
- Teachers' knowledge of their subjects and their skills to engage students in interesting and engaging lessons.
- The very well maintained and resourced premises and the arrangements to keep students safe.
- The strategic direction provided by school leaders is maintaining the quality of provision and is leading to improvements.

Key areas for improvement

- Improve teachers' use of assessment information to adapt their planning, particularly to meet the learning needs of high ability students by:
 - ensuring teachers use information about each student's academic and personal development to identify their individual needs
 - developing teachers' skills to plan different activities, particularly for high ability students, to meet students' individual needs and accelerate their learning.
- Improve and adapt the curriculum to enable children and students to be confident independent learners by:
 - ensuring children in the KG learn through play and exploration inside and outside the classroom
 - developing more opportunities for students to take responsibility for being independent, innovative and enterprising learners
 - promoting students' skills to reflect on their own learning and take purposeful steps to improve it.
- Increase the contribution middle leaders make to improving the quality of teaching by:
 - ensuring all middle leaders are fully aware of their roles in supporting the school development plan
 - holding middle leaders to account more robustly for monitoring and developing the quality of teaching.



Performance Standard 1: 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 additional Language) *	Attainment	N/A	Very Good	Good	Good
	Progress	N/A	Very Good	Good	Good
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Good	Good	Very Good	Very Good
	Progress	Good	Good	Very Good	Very Good
Mathematics	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Science	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Learning Skills		Good	Good	Good	Very Good

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Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good and has remained the same since the last inspection.• School tests indicate that attainment is very good.• In lessons, progress is good. Students can follow rules when reciting the Holy Qur'an well. However, they do not always understand the meaning of the verses they read. In all phases, students can relate Hadith to real situations, and this supports their skills to apply Islamic teachings to their own lives. For example, primary and middle students can apply the concept of good manners and proper etiquette, and high students understand Fiqh and Sharia law.• All groups of students make the same progress in class
Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic (SL) is good overall. It is very good in primary. This represents an improvement since the last inspection.• School test data indicates that attainment is outstanding in primary, very good in middle and good in high.• In lessons and students' work, the large majority of students in primary and the majority in middle and high can listen, speak and write above the expectations for their age. Students can speak well to express themselves using Standard Arabic, for example when describing their daily lives. Students' handwriting skills are well developed, they can form letter shapes accurately and their writing is legible and neat. While students can read Arabic texts accurately, their skills to read for understanding and comprehension are less developed.• All groups of students make the same progress in class.
Social Studies	<ul style="list-style-type: none">• Students' achievement in UAE social studies is good. Attainment has remained the same, but progress has improved in primary.• School data indicates that attainment is outstanding.• Attainment in lessons is good overall and students in primary have a well-developed understanding of UAE national identity. For example, they can describe UAE hospitality, behaviour and fashion. Students in middle have a developed understanding of the UAE National Agenda and Vision 2021. For example, they are able to name the National Agenda pillars and describe the progress made towards these. Students' understanding of the UAE economy is relatively less well developed.• All groups of students make the same progress in lessons.



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English	<ul style="list-style-type: none">• Students' achievement in English is good overall. It is very good in middle and high. This represents an improvement.• Central Board of Secondary Education (CBSE) results indicate outstanding attainment in Grade 10 and 12.• Students make good progress in KG and primary and very good progress in middle and high to develop listening, speaking, reading and writing skills above curriculum expectations. Children in KG have good phonics and reading skills, and this supports their developing speaking and writing skills in primary. In middle, students can comprehend and articulate complex ideas and use different techniques to infer meaning from texts. In high, students can research and critically evaluate a range of literature independently. For example, they can analyse unknown poems and recognise poetic devices.• All groups of students make the same progress. Students' extended writing skills and their use of learning technologies for independent research are relatively less developed.
Mathematics	<ul style="list-style-type: none">• Achievement in mathematics is good overall and very good in high. This represents an improvement in achievement in high.• CBSE examination results indicate attainment is outstanding in Grade 10 and Good in Grade 12.• In lessons, KG children have secure knowledge of numbers, for example they can design number stories to 30, and beyond. Primary and middle students build on their number skills well and develop secure knowledge of shape and space. For example, they can apply formula for area and volume when investigating geometric and irregular shapes. High students can formulate and employ mathematical thinking in sophisticated ways and apply mathematical theory to their understanding of the world. For example, when considering conditional probability. In all phases students' skills to quickly recall number facts when mentally calculating are relatively less secure.• All groups of students make the same progress in class. Students work together well to solve mathematical problems but are less confident to be independently innovative and enterprising.



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Science	<ul style="list-style-type: none">• Students' achievement in science is good overall. It is very good in high and this represents an improvement.• CBSE data indicates very good attainment in Grade 10 science, good attainment in Grade 12 physics and chemistry and very good attainment in Grade 12 biology.• In lessons, the majority of students make better than expected progress. KG children gain scientific knowledge quickly and show curiosity about the world, for example through learning about how plants grow. Students in primary and middle have secure understanding of earth sciences and the environment. For example, monitoring plant health over time. Older students can apply their understanding of physical, chemical and biological processes when completing carefully managed practical experiments in the laboratory.• All groups of students make the same progress in class. Generally, students lack skills to independently plan and conduct scientific investigations and enquiries.
Other subjects	<ul style="list-style-type: none">• Achievement in other subjects is good overall and very good in high• In external CBSE examinations, students' attainment varies between acceptable and outstanding.• In Hindi and Indian social studies students know the information given in texts very well and reason to provide logical answers.• In music, art and dance students can apply techniques well to reproduce songs, dances and paintings. In PE, students skills to measure physical properties such as motor abilities are very well developed in high.• In economics, business studies and accountancy, students have adequate skills and knowledge related to business laws and accountancy practices. In computer science, students' skills to program computers and use software are very well developed.• Students can work together and use ICT well in other subjects overall. Students skills to independently pursue their own projects and initiate their own learning are relatively less developed.
Learning Skills	<ul style="list-style-type: none">• Students are keen to learn, they show determination to complete tasks and willingly answer questions.• Students can share ideas and solve problems. They lack the initiative to decide when to work in teams.• Teachers help students link their learning to the world. Students are not yet consistently making their own links.• Students can critically analyse information and can be innovative when they take part in innovation lessons and clubs. Students have few opportunities to make decision in lessons. As a result, students' higher-level skills to be independent, innovative and enterprising learners are less secure.



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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	<ul style="list-style-type: none"> Students' skills to recite the Holy Quran. Students' application of their learning to real life situations. 	<ul style="list-style-type: none"> Students' deeper understanding of the meanings within Holy Quran recitations.
Arabic	<ul style="list-style-type: none"> The improvement in speaking in Standard Arabic across the school. Students' handwriting skills. 	<ul style="list-style-type: none"> Reading for understanding and comprehension.
Social Studies	<ul style="list-style-type: none"> Students' understanding of UAE national identity. Students understanding of the National Agenda and Vision 2021. 	<ul style="list-style-type: none"> Students' knowledge and understanding of UAE leaders' vision for a sustained economy.
English	<ul style="list-style-type: none"> Children's secure foundation language skills in KG. Students' skills to critical analysis literature, particularly in middle and high. 	<ul style="list-style-type: none"> Students' extended writing skills.
Mathematics	<ul style="list-style-type: none"> Students' understanding of number, shape, space and measurement. High school students' understanding and application of mathematical thinking to the world. 	<ul style="list-style-type: none"> Students' mental mathematics skills to support quick recall of multiplication and division facts.
Science	<ul style="list-style-type: none"> Students' secure knowledge of science facts. Students' understanding of physical, chemical and biological processes in high. 	<ul style="list-style-type: none"> Students' ability to devise and conduct their own experiments using the scientific method.
Other subjects:	<ul style="list-style-type: none"> Students' achievement in elective subjects in high. Students' achievement in co-curriculum subjects across all grades 	<ul style="list-style-type: none"> Students' application of their learning in subject specific projects to support higher attainment.
Learning skills	<ul style="list-style-type: none"> Students' engagement and perseverance. Students' skills to work together and to critically analyse. 	<ul style="list-style-type: none"> Students' skills to be independent, innovative and enterprising learners



Performance Standard 2: 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

- Overall, students' personal and social development is very good, and their innovation skills are good. Students have very positive attitudes. Their considerate behaviour and high levels of respect for others contributes considerably to a harmonious school.
- Students know how to stay safe and healthy, and nearly all make consistently good choices. Attendance is 95% and students nearly always arrive on time. While attendance is good, this represents a decline from the outstanding rates found at the previous inspection.
- Students respect Islamic values and have a well-developed appreciation of UAE culture and heritage. They are knowledgeable of the diverse cultures in UAE society. They can critically analyse cultures from around the world and describe the features of their own culture.
- Students willingly take responsibilities to care for the school environment. KG children help clear away and older students help to keep their school clean. Students devise successful schemes to promote environmental conservation. Prefects and members of the students' council lead students to implement school initiatives. Groups of students independently and successfully raise donations for charities and volunteer in the local community.
- Clubs and innovation lessons enable students to be innovative and creative. Students are less confident at being independent, innovative and enterprising learners in lessons.

Areas of Relative Strength:

- Students' respect for others and their positive behaviour.
- Students' knowledge and understanding of Islamic values and UAE culture.

Areas for Improvement:

- Students' skills to be independent, innovative and enterprising learners.
- Students' attendance to school.



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Very Good
Assessment	Good	Good	Good	Very Good

- Overall, the quality of teaching for effective learning is good. Assessment has improved to good. Teaching and assessment have most impact in the high phase. Teachers have good subject knowledge and can communicate well. Time is used efficiently; however high ability students are not always moved on to more challenging tasks quickly.
- Teachers plan lessons that interest nearly all students and resources support students' progress. Questioning deepens students' understanding and supports critical analysis.
- Teaching is most effective in high where older students have more opportunity to take independent responsibility for planning and conducting their learning. However, the promotion of independence in other phases is less successful.
- Assessment processes are well organised and provide teachers with useful information about students' attainment and progress. International examinations are used to benchmark students' academic outcomes, although this is not fully developed yet. Teachers' analysis of assessment data to inform their planning is inconsistent and lesson planning is not yet fully exploiting data about students to individualise learning.
- Teachers give students useful verbal feedback. The school's electronic portal provides students with analysis of their attainment and this helps students evaluate their progress. In the best lessons, students evaluate their own and others' work to identify where it can be improved, but this not consistent.

Areas of Relative Strength:

- Teachers' subject knowledge and their knowledge of the curriculum.
- Teaching in the high phase which promotes students' independence.

Areas for Improvement:

- Teachers' use of assessment information to adapt lesson plans to meet individual students' needs.
- Teaching which promotes students' skills to be independent, innovative and enterprising in lessons.



Performance Standard 4: Curriculum

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

- The overall quality of the curriculum remains good. The design and implementation of the curriculum aligns well with Indian and UAE priorities. The variety of engaging subjects supports students' knowledge and skills successfully. Curriculum plans ensure continuity and progression when students move between grades.
- In high, students can choose from a range of pathways and the curriculum provides more challenge for high ability students. The curriculum in other phases is less successful in supporting high ability students' attainment. Overall the curriculum is successful in enabling students to make meaningful connections between areas of learning and transfer their learning and skills between subjects.
- Regular reviews of the curriculum ensure it meets requirements. Since the last inspection, adaptations for high ability students in the high phase have been successful in raising attainment and adaptations to the Arabic (SL) curriculum have resulted in a marked improvement. The curriculum ensures that SEN students are integrated into lessons.
- The curriculum is enhanced by extracurricular opportunities and clubs, and these support students' skills to be independent, innovative and enterprising. Within the taught curriculum adaptations are less successful.
- Curriculum plans include well-developed links to the outside world and the UAE's culture and heritage. As a result, students develop a broad understanding of UAE and Emirati culture.
- Moral education is embedded in the curriculum and taught in English. Learning is linked to the development of moral values such as tolerance. The school's electronic portal is used well to share students' progress and integrate parents in the programme. The programme meets requirements and supports students' moral development successfully.

Areas of Relative Strength:

- The curriculum for UAE culture and heritage.
- The range of extracurricular activities.

Areas for Improvement:

- Adaptations to support children's and students' independence, innovation and enterprise skills in lessons.
- Adaptations to meet the learning needs of high ability students in all phases.



Performance Standard 5: 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	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The overall quality of protection, care, guidance and support is very good. The school's highly effective procedures for safeguarding are based on a full range of policies and procedures which have been shared and implemented appropriately. Bullying is well managed and rare. Supervision of students is nearly always successful at keeping students safe, however a few younger students run to the buses.The premises and facilities are very well developed, maintained and are accessible to all. Arrangements for healthcare are successful and include important contributions from the nurse.Trusting and respectful relationships between students and adults are supported by successful behaviour management strategies. The school's approach to promoting attendance and punctuality is generally effective although attendance has declined.Comprehensive systems identify SEN and G&T students and plans to support these groups are shared with staff and parents. SEN students benefit from successful support by specialist teachers. While students with SEN are fully integrated into lessons, provision for G&T students is less successful at fully developing these students' abilities in lessons.Students' academic and personal development is carefully monitored, and effective guidance is provided for all students. Older students receive comprehensive careers and higher education guidance. <p>Areas of Relative Strength:</p> <ul style="list-style-type: none">The very well-developed premises and access arrangements.The promotion and support for students' behaviour in lessons. <p>Areas for Improvement:</p> <ul style="list-style-type: none">The supervision of younger students as they move to the buses.Provision for gifted and talented students in the classroom.				



Performance Standard 6: Leadership and management

Indicators:

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

- The overall effectiveness of leadership is good. Senior leaders, including the principal, set a clear and ambitious direction which ensures the school is committed to UAE and Emirate priorities. The school operates a selective entry policy, however students with SEN are fully integrated. Leaders understand the curriculum well and communicate best practices consistently. Capacity to improve is good overall but middle leaders are not always fully aware of the school's development priorities and this reduces the impact they have on improving the quality of teaching further.
- Self-evaluation processes take account of internal and external examinations, and stakeholders' views. Teachers receive regular professional development; however, this is not always personalised to their individual needs. School improvement planning supports the school's contribution to national priorities and provides clear strategic direction.
- Innovative communication methods, such as the electronic portal and social media groups, allied to regular reporting of school activities in magazines and circulars ensure parents are kept very well informed about school life. The parent portal enables parents to effectively contribute to their children's education. Parents receive regular and helpful reports about their children's academic and personal progress. The school has a wide range of effective partnerships with other schools, the local community and wider national and international communities.
- Nearly all stakeholder groups are represented on the governing body. Governors are integrated well into school improvement planning and regularly hold senior leaders to account for the delivery of school improvements through reports and formal progress meetings. Governors have ensured that the school has maintained good quality provision and that the school is fully compliant with statutory requirements.
- The school is very well managed and established routines are effective in ensuring students stay safe and are well cared for. Established links with education establishments in India provide the school with a valuable recruitment base. The premises are very well developed and resources available for students and teachers to use in lessons support teaching and learning well. Resources in the KG are less successful in promoting children's learning through play and exploration and ICT resources in classrooms and libraries are relatively underdeveloped.
- The school applies a range of external international examinations and assessments. Cognitive ability testing (CAT4) is beginning to be used to benchmark students starting points and TIMSS, PISA and IBT testing are becoming more established as methods of comparing students' academic attainment to international norms. The school supports the question-a-day initiative and plans are in place to involve more students in external international benchmarked examinations.

Areas of Relative Strength:

- The strategic direction provided by senior leaders.
- The day-to-day management of the school.



Areas for Improvement:

- The impact middle leaders have on improving the quality of teaching through individual professional development support for teachers.
- Resources in the KG to encourage learning through play and exploration and the wider availability of ICT across the school.

*Relevant for Private schools only

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