



Basic information about school inspections

School inspections are structured around six Performance Standards:

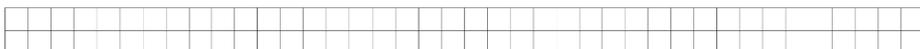
1. Students' achievement;
2. Students' personal and social development, and their innovation skills;
3. Teaching and assessment;
4. Curriculum;
5. The protection, care, guidance and support of students; and
6. Leadership and management.

School Inspections support the development of schools across the Emirate of Abu Dhabi. The UAE School Inspection Framework provides clear descriptions within these six Performance Standards. This framework allows school leaders and external inspectors to make judgements based on internationally recognised best practice.

School inspectors make judgements using these six performance categories:

Definitions	Performance Categories
Substantially exceeds expectations	Outstanding
Exceeds expectations	Very Good
Meets expectations	Good
Minimum performance required	Acceptable
Below expectations	Weak
Significantly below expectations	Very Weak

To see the full UAE School Inspection Framework, please click here: [Framework Arabic](#) [Framework English](#)





INSPECTION SYSTEM

Basic information about the school

Name: Bright Riders School - L.L.C.

I.D. number: 9225

Phases: Cycle 1;Cycle 2;Cycle 3;KG

Curriculum: CBSE

Fee category: Low

Location: 12, Al Sayfah St, Mohamed Bin Zayed
City, Abu Dhabi 20618

Web address: <http://www.brightriders.ae>

E-mail address: 9225@adek.gov.ae

Telephone: 026922000

Number of teachers: 192

Teachers' assistants: 4

Teachers' nationalities: India

Number of students: 3369

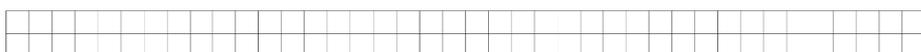
Teacher to student ratio: 1:17

Students' nationalities: India)

Proportion of Emirati students: 1.48

Proportion of students of determination: 0.59

Dates of inspection: 07-Feb-2022 to 10-Feb-2022





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Summary of inspection judgements

PS1: Students' Achievements

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
1.1 Students' attainment in Islamic Education	Not Applicable	Very Good	Very Good	Very Good
1.1 Students' attainment in Arabic First Language	Not Applicable	Not Applicable	Not Applicable	Not Applicable
1.1 Students' attainment in Arabic Second Language	Not Applicable	Very Good	Good *	Good *
1.1 Students' attainment in Social Studies	Not Applicable	Very Good	Very Good	Very Good
1.1 Students' attainment in Language Of Instruction	Not Applicable	Not Applicable	Not Applicable	Not Applicable
1.1 Students' attainment in English	Good *	Very Good	Very Good	Very Good
1.1 Students' attainment in Mathematics	Good *	Very Good	Very Good	Very Good
1.1 Students' attainment in Sciences	Good *	Very Good	Very Good	Very Good
1.2 Students' progress in Islamic Education	Not Applicable	Very Good	Very Good	Very Good
1.2 Students' progress in Arabic First Language	Not Applicable	Not Applicable	Not Applicable	Not Applicable
1.2 Students' progress in Arabic Second Language	Not Applicable	Very Good	Good *	Good *
1.2 Students' progress in Social Studies	Not Applicable	Very Good	Very Good	Very Good
1.2 Students' progress in Language Of Instruction	Not Applicable	Not Applicable	Not Applicable	Not Applicable
1.2 Students' progress in English	Good *	Very Good	Very Good	Very Good
1.2 Students' progress in Mathematics	Good *	Very Good	Very Good	Very Good
1.2 Students' progress in Sciences	Good *	Very Good	Very Good	Very Good
1.3 Students' Learning skills	Good *	Very Good	Very Good	Very Good



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PS2: Students' personal and social development

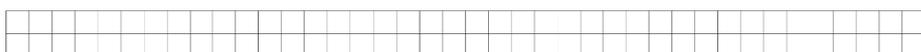
Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
2.1 Personal development	Not Applicable	Not Applicable	Not Applicable	Not Applicable
2.2 Islamic values, Emirati & world cultures	Not Applicable	Not Applicable	Not Applicable	Not Applicable
2.3 Social responsibility & innovation	Not Applicable	Not Applicable	Not Applicable	Not Applicable

PS3: Teaching and assessment

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
3.1 Teaching	Good *	Very Good	Very Good	Very Good
3.2 Assessment	Good *	Very Good	Very Good	Very Good

PS4: Curriculum

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
4.1 Curriculum	Not Applicable	Not Applicable	Not Applicable	Not Applicable
4.2 Curriculum adaptation	Not Applicable	Not Applicable	Not Applicable	Not Applicable





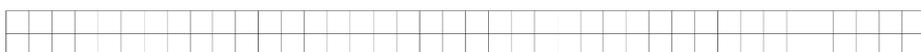
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PS5: Protection, care, guidance and support of students

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
5.1 Health & safety	Outstanding	Outstanding	Outstanding	Outstanding
5.2 Care & support	Very Good *	Very Good *	Very Good *	Very Good *

PS6: Leadership and management

Indicators	All Phases
6.1 Effectiveness of leadership	Very Good
6.2 Self evaluation & improvement	Very Good
6.3 Partnerships with parents	Very Good
6.4 Governance	Very Good
6.5 Management	Very Good
Overall Judgement	Very Good



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Changes since the previous inspection

The school has updated their ICT resources and now there are Interactive White Board (IWB) in every classroom. The G 5 network is now fully operational across the entire school campus. The school has developed a digital platform that can be accessed by all stakeholders. It contains information about the school vision, policies, students' grades, assignments as well as school news, circulars and contact information of school personnel. Students' achievement has improved in English in the Primary phase, in mathematics and science in the Primary and Middle phases, in Islamic education and social studies in the Primary, Middle and High phases and it is now very good. Children in the KG phase are usually using resources and manipulative in lessons to consolidate their learning particularly in mathematics and science. In a science lesson for example, children investigate the sounds of a variety of objects while learning about the sense of hearing. They develop their creativity by participating in activities that are specifically designed for them. For example, the ECO activity where children designed an eco-friendly craft. However, children usually work under the guidance of teachers and opportunities to develop their independent investigation and explorations skills are limited. Students' independent learning, innovation and enterprising skills has improved in the Primary, Middle and High phases. In most lessons, teachers are consistently plan opportunities for students to develop their creativity, innovation and independent learning skills as well as take increasing responsibility for their learning. The Grade 5 students for example have developed their research, ICT, creativity and innovation skills while they are designing a calendar on extinct and endangered species of plants and animals using the 'Digital Network Graphic design platform'. Students developed their enterprise skills when the Grade 12 students organized an event called 'Spectrum' in which each class set up a stall selling food items and organize games. The profit from this event was donated to Red Crescent and charity. Almost all students in all phases are becoming aware of their own strengths and weakness through the implementation of dedicated improvement and reflection time (DIRT) weekly and after assessments. During this time, students reflect on what they have learned and identify areas for improvement and the next step. Teaching and assessment have improved in all phases with exception of the KG phase and are now very good. Teachers have received training to improve their teaching and assessment skills and they are now effectively using assessment information to adapt their planning to meet the needs of individual students as well as groups particularly the high ability students. Almost all lesson plans identify three ability groups and allocate differentiated activities to meet the needs of each group. Enrichment tasks are always available for higher ability students if they finish their work. Teachers always implement their lesson plans, ask challenging questions and engage students in discussions to extend their learning. Health and safety, including arrangements for child protection has improved and is now outstanding. Care and support remain very good. Supervision of students is highly effective in lessons and around the school. The behavior management policy is shared on the school Portal and follows ADEK guidelines. There is a behavior management staff committee with oversight of all relevant issues. Records are kept, but now that lessons are currently online for 85% of students, responsibility is now shared with parents. There is a clear forwards and backwards referral route in school which links the class teacher to the school counsellor and behavior management lead teacher. Parents are closely involved and strategies are implemented. On the school site, students are supervised at every step of the way. They observe corridor one-way rules very well, observing social distancing guidelines in a highly self-disciplined manner. Supervision routines for safeguarding students are comprehensive on the site, including direction for walking on the correct side of corridor observing social distancing. Students' relationships with staff are very respectful and warm. Dismissal time is well organized and students leave the school in an orderly manner. Very well defined procedures are shared with staff, students and parents for the use of, and the onsite location of, the school buses. There is also a bus transport procedure of ID identification of students which directly informs parents about their children boarding the bus. Parents who bring their children to school in their own transport are issued with face ID badges. The Gifted and Talented (G&T) students are identified and a guidance manual has been prepared listing actions to be undertaken at whole-school level and a register and tracking system have been implemented to monitor their progress. In common with their peers, the achievements of Students of Determination (SOD) and G & T students are uploaded onto the school digital platform on a daily basis to which students and their parents have full access. SOD and G&T students are effectively supported and challenged in lessons and as a result, they make the progress they are capable of. However, given the school's size, the number of identified students with special educational needs at the school is low. The school leadership and management have improved and is now very good. Middle leaders are well aware of their responsibilities in terms of monitoring teaching and learning and they are held accountable by senior leadership. All leaders and staff are incorporating school improvement targets into their daily practice, and they are being consistent in their implementations. Middle



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leaders create action plans for their departments, train teachers and monitor implementation. They regularly observe lessons and arrange peer observation to share best practice. They are sufficiently focused on learning and demonstrate secure knowledge of best practice in teaching and learning.

Provision for reading

The school has two libraries, which are currently closed due to Covid-19. In its place the school is providing weekly e-reading lessons to all classes above the KG phase. The libraries offer similar facilities. They are well-stocked with a wide range of books for English, and some for Hindi. but there are few for Arabic, and these are mostly stories. In total the collection is 15,000 books. The collections are very neatly organized. There is a large range of fiction ranging from Enid Blyton and Roald Dahl for younger readers, through adventure stories suitable for Middle phase students and world literature classics for High school students. There is no precise distinction made in the layout so that a younger advanced reader can easily access a book from any 'section'. Indian and American authors are also included in the coverage. In addition to the books on fiction there is a range of magazines in English, well chosen to appeal to the curiosity of readers of all ages on a variety of themes and topics including science and everyday life. The sections for mathematics and science are relatively smaller, but contain a useful range of books, especially around environmental issues in science. There is also a section which contains a useful set of self-help books of a psychological and mental health nature. Additionally, there is a reference section containing dictionaries and encyclopedias for reference and research purposes. The seating area is nicely laid-out in semi-circular fashion to provide a studious, calm and pleasant environment. There are only two desk-top computers at this time in the library. A main feature of the school's promotion of reading is the monthly Book Challenge conducted for all grades. This is supplemented by the annual English Language World Book Day and an Arabic Reading Competition, in which 200 students in middle phase have recently participated. The Reading Challenge in English for all grades is a test of vocabulary, comprehension, the organization of ideas and an appreciation of literature. It is a multiple-choice test, assessed at five levels of competence and conducted online. English staff review the results to compile reports and inform teaching and learning. E-Reading sources have been used extensively during the pandemic to support reading in English. These resources include the Epic store, Audible, and National Geographic provide access to 40,000 books. All students have a dedicated one hour of reading every Thursday morning. The development of reading skills is a significant strength of the school's work in English. Literary texts in different genres, including poetry, fables, stories and novels by world-renowned authors are fully integrated into the curriculum from Grade 3 upwards and form the basis for the development of the four skills of listening, reading, speaking and writing. Reading skills are also extended in other subjects such as mathematics where students have to explain their calculations and also in science, for example to support students' investigation of environmental topics. The Arabic Reading competition has a poetry test for Grades 1 and 2, a calligraphy test for Grades 3 and 4, and annual test for Grades 5-8. The school participated in annual Arabic Week. Arabic teachers select students from all grades of all levels (Low, Middle & High achievers) to participate. The school radio channel has an Arabic program broadcast in the morning assembly and in the break time. Grades 5-8 have an extra reading period on Wednesday (zero period). Grades 9-12 have also an Arabic reading period per week but they only read texts from their books. Every Friday there is a remedial session in first period for weak readers in Arabic.

What the school does to achieve its TIMSS and PISA targets

The school's TIMSS results for the academic year 2019/20 and PISA results for the academic year 2018 were both above the UAE average in all areas demonstrating the school's efforts in preparing students for those international assessments. The school is aware of its targets for the next TIMSS and PISA assessments and has devised an action plan to help students in meeting those targets. The plan is comprehensive and includes targets, strategies, responsible staff, timeline and evidence of success. Actions to prepare students for TIMSS include analyzing students' performance data (including IBT results) to plan and focus on areas of improvement, providing variety of learning opportunities to improve in math and science by organizing events to explore beyond books such as organizing a science Olympiad, virtual math exhibition 2020 for grades 9-12, virtual math quiz for grades 5-8, mathematics week, and workshops and orientations for teachers. Examples of actions to prepare students for PISA include providing students with question samples from the PISA framework and teachers generating questions similar to those in the framework for students to practice. Other actions include improving students' reading skills by celebrating reading through Bright Riders School (BRS) reading challenge, developing students' creative thinking and problem-solving skills through passage-based questions and practicing sample PISA papers.



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Strengths of the school

Students' achievement has improved in mathematics and science in the Primary and Middle phases, in Islamic education and social studies in the Primary, Middle and high phases and in English in the Primary phase. Most teachers plan their lessons effectively leading to a high level of students' engagement particularly in the Primary, Middle and High phases. The school provides a safe, healthy, and secure environment for students, as well as effective behavior and attendance management. Leaders at all levels led by the principal follow a very clear strategic direction focused on improving students' achievement and wellbeing.

Recommendations for improvement

1. Improve students' achievement in Arabic as a second language particularly in the Middle and High phases by:

- o providing more opportunities for students to practice writing with a focus on sentence structure and verb tense.
- o supporting students in expanding their Arabic vocabulary through reading and listening comprehension.
- o Increase the number of Arabic books in the school library so that teachers and students have access to appropriate reading materials.
- o identifying each student's reading level and providing them with reading materials that meet their needs.
- o providing opportunities for students to take more responsibility for their learning, interact and communicate in Arabic lessons.
- o training teachers on how to teach a second language including peer observation with a focus on Arabic teaching in the Primary phase.
- o Monitoring the progress of students in listening, reading, speaking and writing regularly and modify lesson plans to meet their individual learning needs.

2. Improve the KG provision to raise children's achievement in all subjects by:

- o improving the resources and space in the KG phase to meet young children's needs and support active play-based learning.
- o ensuring that children are given sufficient opportunities to explore and find things for themselves particularly in mathematics and science to consolidate their learning.
- o training KG teachers on the best practices for teaching young children.
- o strengthening the role of the teaching assistant so that she is actively involved in the children's' learning.
- o improving the standards of English handwriting through the strengthening of children's fine motor skills in pen(cil) handling.
- o enhancing assessment strategies to ensure that all children's social, developmental and academic skills are assessed and monitored.





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PS1: Students' Achievements

Students' attainment and progress in Islamic Education

Internal Evaluations	Elements	External Evaluations
<p>Evidence sources: Assessment Tracker Mark list Mark entry - Digital campus Result Analysis - Data Students' portfolio Coordinators' file Teachers' file Action plans Minutes of the meeting Reports Answer scripts Assessment tracker Students' portfolio in MS teams Performance analysis formats Attainment data-Previous year Action plans subject improvement plan snapshots- videos - sample work Attainment: Evaluation: • Almost all the students achieved levels above expectations across grades 1 to 4 in Islamic Education. • Trends over 3 years reflect that there is a consistent performance in the attainment from the year 2018/19 to year 20/21. This can be attributed to guaranteeing effective instruction between classes, grouping procedures and ensuring that teaching behavior is in line with each other, and maintaining constancy and control over longer periods of time. Almost all boys and girls achieved levels above expectations across grade 5 to 8. Boys and girls performed equally well. Trends over 3 years reflect that there was a gradual increase in attainment from the year 2018/19 to year 20/21. This can be attributed to improved teaching strategies and modified assessment patterns. Almost all boys and girls achieved levels above expectations across grade 9 to 12. Boys and girls performed equally well. Trends over 3 years reflect that there was a gradual increase in attainment from the year 2018/19 to year 20/21. This can be attributed to improved teaching strategies and modified assessment patterns. Progress - Evaluation: Attainment data of year 2020-21 is the baseline and Check points are Evaluation 1, 2 and 3. Criteria for evaluating the progress of group of students % of students well below expected level-Below 35% % of students below expected</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The school's internal data for the academic year 2020/2021 indicates outstanding attainment in the Primary, Middle, and High phases. These results are not observed in lessons and in students' work. The school has no external national or international exams for this subject including for Grade 12. This subject is not required to be taught in the KG phase in schools following the CBSE curriculum. In lessons, the large majority of students attain above the curriculum standards in the Primary, Middle, and High phases. In the Primary phase in Grade 4, the large majority of students learn the etiquette of eating in Islam through their understanding of the prescribed Hadith. They can demonstrate the advantages of such habits and how they might implement them in their daily lives to maximize their benefits, but a few students were unsure about the link between healthy eating and Hadeeth. In the Middle phase, in Grade 7, the large majority of students can read Surat Al Rahman and demonstrate a deep understanding of Surah while explaining the manifestation of the Mercy of Allah and the aspects of Allah's Greatness. A few students were unsure about the values that can be deduced from the Surah. In the High phase in Grade 9, the large majority of students read the prescribed Surah and explain the meanings in depth, demonstrating that they have a secure knowledge and understanding of Surah. They can give examples of the good deeds that lead to Heaven for believers and evil deeds that lead to Hell for unbelievers. However, a few were unsure about determining the underlying wisdom in Surah. Trends of attainment over the last three academic years indicate that most students are consistently attaining above curriculum standards in the Primary, Middle, and High phases.</p>



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level-35 - 50% % of students at expected level-50-80% % of students above or well above expected level-80% above Almost all the students in grades 1 and 2 and most of the students in grades 3 and 4 in Primary section are performing well above the expected level in Islamic studies. The Islamic department of BRS promote Islamic learning through various provisions like Quran recitation competitions, Islamic quiz, Islamic assembly, Islamic Essay writing competition and Debates, discussion on Sirrah and Faith, Activities based on Islamic Values and etiquettes, Commentary of the verses mention in the text book and learning of Hadeeth by heart and its commentary Almost all students in middle section are performing well above the expected level. Understanding the Holy Qur'an is the most integral part of Islamic teaching. Keeping this in mind, efforts are taken to enhance vocabulary in Qur'an so that students can interpret Qur'an in the best possible way. As an initiative to promote skill -oriented learning, in connection with Islamic lessons, students were given topics from which they were free to choose topic of their choice and submit a project. The topics assigned were Website designing/web development (On Sunnah Foods or any Islamic Topic), Make a Business plan -Create your own (HALAL) product line and sell online, Deduce the verses from Qur'an and the Hadeeth that speaks about sustainability. Imagine/visualize those verses and create graphics of those verses for better understanding, on an A4 paper. Students of grade 7 were given an assignment "Create a transportable wudu bottle" to test their skills in creating design, problem solving, creative thinking, translating thoughts into building a physical item. Almost all the students from higher grades are performing well above the expected level in Islamic studies. To improve the Quranic Recitation skills, Quran Recitation competition being conducted periodically. Understanding of Islamic values and awareness of world cultures. Classroom activities are being conducted regularly on

The school's internal data indicates that the students' progress over time and from their starting point at the beginning of the academic year is very good in all phases. These results concur with the progress in lessons where the large majority of students make above-expected progress in all phases. In lessons, in the Primary phase, they gain secure knowledge and understanding about acts of worship, such as obligatory fasting in Ramadan, and when they reach the Middle phase, they can differentiate between obligatory and voluntary fasting. In the High phase, students gain secure understanding of 'Shari'ah'. For example, the Grade 10 students start learning about marriage rules in Islam and how the UAE sets marriage laws based on Islamic law. By the end of the High phase, in Grade 12, the large majority of students are making better than expected progress in defining the parameters and characteristics of the future spouse according to Islamic law. There is no significant difference between the progress of boys and girls. The progress of SOD and low achievers is better than expected because they receive sufficient support in lessons. High achievers make better than expected progress because they are usually assigned challenging tasks and given opportunities to research and work independently, particularly in the higher grades.



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MIP and SCF. Project based learning and enquiry-based learning are installed to promote Islamic education.



Islamic Education - Next steps for students:

1. Make key connections between Hadith and real life to gain better understanding of Hadith in the Primary phase.
2. Improve the interpretation of Surah to ensure the values featured in the Surah are well understood in the Middle phase through research and presentation of learning.
3. Analyze the meanings of Surah to deduce the underlying wisdom in the High phase.





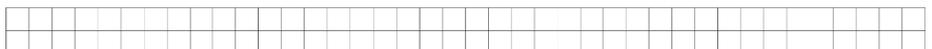
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PS1: Students' Achievements

Students' attainment and progress in Arabic First Language

Internal Evaluations	Elements	External Evaluations
	1.1.1 Against curriculum standards	
	1.1.2 Against national and international standards	
	1.1.3 Knowledge, skills & understanding	
	1.1.4 Trends in attainment over time	
	1.2.1 Progress against starting points and over time	
	1.2.2 Progress in lessons	
	1.2.3 Progress of different groups	

Arabic First Language - Next steps for students:





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PS1: Students' Achievements

Students' attainment and progress in Arabic Second Language

Internal Evaluations	Elements	External Evaluations
<p>Evidence sources: Assessment Tracker Mark list Mark entry - Digital campus Result Analysis - Data Students' portfolio Coordinators' file Teachers' file Action plans Minutes of the meeting Reports Answer scripts Assessment tracker Students' portfolio in MS teams Performance analysis formats Attainment data-Previous year Action plans subject improvement plan snapshots- videos - sample work Attainment-Evaluation</p> <p>Almost all the students in primary achieved levels above expectations across grades 1 to 4 in Arabic. Trends over 3 years reflect that there is a consistent performance in the attainment from the year 2018/19 to year 20/21. This can be attributed to guaranteeing effective instruction between classes, grouping procedures and ensuring that teaching behavior is in line with each other, and maintaining constancy and control over longer periods of time. Attainment reports of past 3 years prove that almost all primary section students are performing consistently in Arabic. LSRW assessments conducted in each term and provisions for reading played a key role. Almost all boys and girls achieved levels above expectations across grades 5 to 8. Boys and girls performed equally well. Attainment reports of past 3 years prove that almost all middle section students are performing consistently in Arabic. LSRW assessments conducted in each term and provisions for reading played a key role. Almost all boys and girls achieved levels above expectations across grades 9 to 12. Comparatively girls performed better than boys. Attainment reports of past 3 years prove that almost all students from 9 to 12 are performing consistently in Arabic. LSRW assessments conducted in each term and provisions for reading played a key role. Progress-Evaluation Attainment data of year 2020-21 is the baseline and Check</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The school's internal data for the academic year 2021 indicates outstanding attainment in the Primary, Middle, and High phases. The most recent CBSE data for Grade 10 in special Arabic indicates outstanding attainment. These results are not observed in lessons and in students' work. Only 28 students in grades 3 to 10 took the 2019 IBT for Arabic and their results are not representative of the school's overall performance. There are no other external exams for this subject. Children in the KG phase are not required to learn Arabic in the schools following the CBSE curriculum. In lessons, the large majority of students in the Primary phase attain above the curriculum standards, while the majority of students attain above curriculum standards in the Middle and High phases. In the Primary phase in Grade 5, the large majority of students can listen to and understand a simple dialog between a boy and his father about having a pet such as a cat, and also communicate in their groups by using simple informative and interrogative sentences. They can read and write the key vocabulary, but few students face difficulties in understanding long texts. In the Middle phase in Grade 8, the majority of students can read a short text about sunrise and sunset and understand the overall meaning and identify the main facts and additional details, but they find it difficult to answer all the comprehension questions about the text. They can speak and communicate their understanding of the main ideas, but they do not always use the correct vocabulary or grammar. They can write a short paragraph or a summary of a topic. However, a minority of students make mistakes in the verb tense and lack the appropriate breadth of vocabulary. In the High phase in Grade 12, the majority of students can read an extended descriptive</p>



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points are Evaluation 1, 2 and 3. Criteria for evaluating the progress of group of students % of students well below expected level-Below 35% % of students below expected level-35 - 50% % of students at expected level-50-80% % of students above or well above expected level-80% above Almost all the students in grades 1 to 4 in Primary section are performing well above the expected level in Arabic. Enhancement of the four skills of Listening, Speaking, Reading and Writing is the prime focus of the Arabic department in BRS. This is achieved using the following strategies.

- Attach a PowerPoint to each lesson with an audio recording of the lesson's vocabulary to help develop students' skills in listening, speaking and reading.
- Using an application(WORD WALL)to do exercises to read some words and sentences and match them with the appropriate pictures for the meaning, which develops the skill of reading and understanding in an interesting and enjoyable way.
- Using an application(LIVE WORKSHEETS) to make attractive worksheets that is easy to do and can be done multiple times, which gives students more opportunity to train and spend an enjoyable time with Arabic language exercises, which helps to develop their language skills.
- Using an application) QUIZZ) to do exercises in all Arabic language skills in the form of a competition among students, which creates an environment of competition and fun. Most of the students in middle section are performing well above expected levels. This can be attributed to the LSRW practice conducted regularly in the classrooms as well as the testing of LSRW skills through formative assessment. Arabic calligraphy magazine which contains the student work will be published by the end of October 2021. BRS radio will have a segment in Arabic language to promote communication skills. To raise the level of language skills BRS conducted Arabic Reading Competition which was hosted by the Arabic department for the students of Grade 5 to 8 on 23rd September, 2021. Remedial classes

text, such as famous tourist attractions in the UAE, and understand the main ideas and supporting details. However, few students are not able to read and understand longer texts and write narratives using the correct tenses and a variety of linguistic structures. They develop their speaking skills when students communicate their learning and participate in class discussions. The majority can confidently hold a conversation about the characteristics of these famous landmarks with a reasonable level of accuracy and clarity. However, a minority of students lack the breadth of vocabulary to support their conversation. Trends of attainment over the last three academic years indicate that the large majority of students are consistently attaining above curriculum standards in the Primary Middle and High phases. The school's internal data indicates that the students' progress over time and from their starting point at the beginning of the academic year is very good in the Primary and Middle phases, and good in the High phase. These results concur with the progress in lessons in the Primary phase where the large majority of students make above expected progress, but in lessons in the Middle and High phases, only the majority of students make better than expected progress. There is no significant difference between the progress of boys and girls. Students begin to develop listening, speaking, reading, and writing skills at the beginning of the Primary phase where they read and write simple words and vocabulary that they recognize through pictures, and when they reach grade 5, they begin to form and read simple sentences and use them in their writing and speaking. By the end of the eighth grade, the majority of students make better than expected progress in their understanding of linguistic texts consisting of more than one short paragraph and identify the main idea and the details. By the end of high school, the majority of students make better than expected progress in their understanding of more complex and lengthy dialog.



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are arranged to cater to the needs of students who need additional support in Arabic. Almost all boys and girls in higher grades are performing well above the expected level in Arabic. To improve the reading skills of the students Arabic Reading Challenge is being conducted every month. Arabic Radio program help the students to improve their speaking and reading skills in Arabic language. Classroom activities are being conducted regularly on MIP and SCF.

The progress of SOD and low achievers is better than expected because they receive sufficient support in lessons. High achievers make better than expected progress because their teachers design challenging tasks for them and give them the opportunity to research and work independently in most lessons, particularly in the higher grades.

Arabic Second Language - Next steps for students:

1. Improve writing skills in the Middle and High phases by expanding the acquisition of vocabulary and practicing writing with the correct tenses. 2. Engage regularly in reading a variety of familiar and unfamiliar topics, identifying the main idea and supporting details to improve reading comprehension skills. 3. Improve speaking skills, particularly in the Middle and High phases, by consistently explaining learning and engaging in dialogs and discussions with the teacher and classmates.





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Social Studies

Internal Evaluations	Elements	External Evaluations
<p>Evidence sources: Assessment Tracker Mark list Mark entry - Digital campus Result Analysis - Data Students' portfolio Coordinators' file Teachers' file Action plans Minutes of the meeting Reports Answer scripts Assessment tracker Students' portfolio in MS teams Performance analysis formats Attainment data-Previous year Action plans subject improvement plan snapshots- videos - sample work Attainment Evaluation: - Almost all the students in the primary section achieved levels above expectation in UAE SST. - Trends over 3 years reflect that there is a consistent performance in the attainment from the year 2018/19 to year 20/21. The school has done its level best to inculcate respect for UAE history, culture and heritage among students by conducting special assemblies on occasions like National day, Ramadan, flag day etc. UAE national anthem is an unavoidable part of everyday morning assemblies. Almost all boys and girls in the middle section achieved levels above expectation in UAE S.St. Girls and boys performed equally well. The performance trends of middle section students for the past 3 years were consistent and well above expected levels. Almost all boys and girls in grade 9 achieved levels above expectation in UAE S.St. Girls and boys performed equally well. The performance trends of grade 9 students for the past 3 years were consistent and well above expected levels. The school has done its level best to inculcate respect for UAE history, culture and heritage among students by conducting special assemblies on occasions like National day, Ramadan, flag day etc. UAE national anthem is an unavoidable part of everyday morning assemblies. Progress-Evaluation Attainment data of year 2020-21 is the baseline and Check points are Evaluation 1, 2 and 3. Criteria for evaluating the progress</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The school's internal data for the academic year 2021 indicates outstanding attainment in the Primary, Middle, and High phases. These results are not observed in lessons and in students' work. The school has no external national or international examinations for this subject. This subject is not required to be taught in the KG phase in schools following the CBSE curriculum. In lessons, the large majority of students attain above the curriculum standards in all phases. In the Primary phase in Grade 5, the large majority of students demonstrate a deep understanding of the medical achievements in the Golden Age of Islamic Civilization and the importance of health and hygiene in cities, but few are able to link between these achievements and the advancements that the UAE is achieving in the medical sector, especially during the COVID pandemic. In the Middle phase in Grade 8, the large majority of students identify and understand the factors that tie the West Asian countries together and share information beyond the textbooks, demonstrating deep knowledge, but a few students were not able to locate these countries on a map. In the High phase in Grade 9, the large majority of students discuss the concept of sustainable economy in depth as well as the UAE initiative and efforts to achieve a sustainable economy, but only a few students were able to assess the efforts made by UAE leaders to achieve the goal of a green economy. Trends of attainment over the last three academic years indicate that most students are consistently attaining above curriculum standards in the Primary, Middle, and High phases. The school's internal data indicates that the students' progress over time and from their starting point at the beginning of the academic year is overall very good in the Primary, Middle, and High phases. These</p>



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of group of students % of students well below expected level-Below 35% % of students below expected level-35 - 50% % of students at expected level-50-80% % of students above or well above expected level-80% above Almost all the students in grades 1 to 3 and majority of them in grade 4 in Primary section are performing well above the expected level in UAE SST.The UAESST department conducted a very engaging and engrossing activity which allow the students a glimpse into a world of creativity, innovation and collaboration thrive. Students of grade 3 and 4 were asked to make a project based on Expo2020. The theme "Connecting Minds, Creating the Future", is based on the belief to bring the world together. All the activities planned comply with the Ministry's vision and philosophy to develop and enhance the students' national identity and instilling the values of the national identity. Most of the students in middle section perform well above expected level. The teaching strategies and learning activities are designed in such way to link the culture, heritage, economy, terrain, demography of UAE with geographical locations across the world. Activities are conducted to enable students of grade 6 to locate the emirates of UAE in a digital map. To explore the culture and heritage of UAE, students prepared a report on – Hospitality (majlis), Traditional Sports(sailing), performing arts(AI Wana) and Handicrafts (perfume making). All most all students in grade 9th are performing well above the expected level in UAE S.st. The school is doing best to inculcate respect towards UAE History, Culture and Heritage among the students by conducting virtual programs on special occasions. Classroom activities are given for the better understanding of UAE History.

results concur with the progress in lessons where the large majority of students make above-expected progress. In lessons, in the Primary phase, students begin to learn about the basic structure and main features of the Emirates, such as the names of the seven emirates, their leaders, as well as its location, which sets them apart from other Arab countries, their financial currency, and their most important tourist attractions and landmarks. By the Middle phase, the large majority of students make better than expected progress in their understanding of the geography and culture of West Asian countries. By the High phases, the large majority of students make better than expected progress in developing a secure understanding of individual responsibility in many societies, including the UAE, by distinguishing between individual rights and duties. The progress of SOD and low achievers is better than expected because they receive sufficient support in lessons. High achievers and G&T students make better than expected progress because teachers design challenging tasks for them in most lessons and give them opportunities to research and work independently, particularly in the higher grades.

Social Studies - Next steps for students:

1. Interpret information on geographical maps to locate and analyze the features of the countries of West Asia in the Middle phase. 2. Extend the knowledge of economic systems, and the role of the government in developing the national and global economy through independent research in the High phase. 3. Make links between historical events and current advancements, such as the medical achievements during the Golden Age of Islamic Civilizations and the medical development in the UAE, especially during the COVID pandemic in the Primary phase.



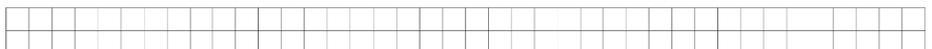
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PS1: Students' Achievements

Students' attainment and progress in Language Of Instruction

Internal Evaluations	Elements	External Evaluations
	1.1.1 Against curriculum standards	
	1.1.2 Against national and international standards	
	1.1.3 Knowledge, skills & understanding	
	1.1.4 Trends in attainment over time	
	1.2.1 Progress against starting points and over time	
	1.2.2 Progress in lessons	
	1.2.3 Progress of different groups	

Instructional Language - Next steps for students:





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PS1: Students' Achievements

Students' attainment and progress in English

Internal Evaluations	Elements	External Evaluations
<p>Evidence sources: Assessment Tracker Mark list Mark entry - Digital campus Result Analysis - Data Students' portfolio Coordinators' file Teachers' file Action plans Minutes of the meeting Reports Answer scripts Assessment tracker Students' portfolio in MS teams Performance analysis formats Attainment data-Previous year Action plans subject improvement plan snapshots- videos - sample work Attainment- Evaluation: KG: During the academic year the students are assessed on their listening, speaking, reading & writing skills. A continuous ongoing formative assessment pattern is followed in each term to assess the student's - Vocabulary - grasping new words & using it in sentence formation. Conversation - listening, responding & expressing of ideas effectively. Recitation - memory & clarity in expressing. Reading - recognition, pronunciation & fluency. Story - listening & narrating. Handwriting - formation, legibility & neatness. A written assessment is also conducted at the end of each term. Almost all students attained well above the expected level. • Almost all the students in the primary section achieved levels above expectation in English. • The trends for past 3 years also support the proficiency of students in English language as it is the medium of instruction and means of communication among students Almost all boys and girls in the middle section achieved levels above expectation in English. The trends for past 3 years also support the proficiency of students in English language as it is the medium of instruction and means of communication among students Almost all boys and girls from grade 9 to 12 achieved levels above expectation in English. The trends for past 3 years also support the proficiency of students in English language as it is the medium of instruction and means of</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The school's internal data for the academic year 2020/2021 indicates outstanding attainment in all phases. The most recent CBSE data for grades 10 and 12 indicates outstanding attainment. Students in grades 3 to 10 took the 2019 IBT and the results indicate that the students in the Primary, Middle and High phases perform much better than the UAE average. There are no external exams for grades 1 and 2. In 2018, students who are 15 years old in grades 10 and 11 took the international PISA tests in reading comprehension. The results were almost in line with international standards and well above the UAE average. The internal assessment and CBSE data are largely observed in lessons and in students' work, except for the internal data of the KG phase, where attainment in lessons is good. In lessons, the large majority of students in the Primary, Middle and High phases attain above the curriculum standards. In the KG phase, the majority of children use their observation skills to tell the difference between different three letter CVC words. They can sort jumbled simple nouns, verbs and prepositional phrases and make them into a meaningful sentence. However, a few children do not always spot letter combinations, such as digraphs in longer words such as 'mushroom' . Furthermore, fine motor skills in holding pens or pencils are sometimes not precise enough to enable children to form letters well. In the Primary phase by Grade 5, the large majority of students understand the different types of language used in distinct genres such as poetry very well, and can express their ideas fluently, but the handwriting of a few lower-attaining students is less well developed. In the Middle phase in Grade 8, the large majority of students can confidently evaluate the purpose of linguistic devices, such as irony, metaphor and motifs and explain</p>



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communication among students 82% of students across grades 3 to 10 participated in IBT 19/20 and BRS average was consistently above the UAE average across all grades in English. 13 students scored 100 percentile in English. In PISA 2018, the major domain was reading literacy. BRS scored 489 which is well above UAE average of 432. Evaluation: Attainment data of year 2020-21 is the baseline and Check points are Evaluation 1, 2 and 3. Criteria for evaluating the progress of group of students % of students well below expected level-Below 35% % of students below expected level-35 - 50% % of students at expected level-50-80% % of students above or well above expected level-80% above KG: By the end of term 1 students will be able to – Listen to, respond & expresses appropriately. Speak confidently few sentences related to various conversational topics – school, family, friends, how do they spend the weekends, games they like to play, favourite food etc. Recite rhymes using appropriate actions. Read sight words, CVC words & simple sentences. Retell & enact simple stories. Write legibly & neatly the letters, words & simple sentences by practicing the correction formations. Almost all the students in grade 1, most of the students in grade 2 and 3 and large majority of the students in grade 4 in Primary section are performing well above the expected level in English. Learning apps and blended teaching methods play a significant role in the progress of different groups of students. Remedial classes are provided for students who are performing bellow expected level. Identifying the catering the needs of G&T and SEN students are ongoing under the guidance of SEN coordinator and School councillor . The English Department is conducting reading challenge by the end of every month. Also stories are uploaded on the portal to enhance the reading skills. 'Word of the Day' is being given to find meaning, synonym,antonym and frame sentences. It helps them to enhance their vocabulary as well as reading and writing skills. JAM

orally in considerable detail why the author has specifically chosen them in a range of genres, including fables and poetry. Students' writing skills is well developed. They perform research and apply their language skills to summarize their findings effectively. In the High phase in Grade 12, the large majority of students draw on their wide general knowledge very well. In their oral interactions with their peers and the teacher, they make sophisticated comparisons between the plight of the poor pedlar in a 19th century novel and the hardship endured by the unfortunate people who have lost their jobs over the last two years as a result of the pandemic. Trends of attainment over the last three academic years indicate that the large majority of students are consistently attaining above curriculum standards in the Primary, Middle and High phases. The school's internal data indicates that the students' progress over time and from their starting point at the beginning of the academic year is overall very good in all phases. These results concur with the progress in lessons where the large majority of students make above expected progress, with the exception of the KG phase where progress is good. In the KG phase, the children begin to develop their love of literature and can read adapted versions of the 'Three Bears' and 'Cinderella' fluently and show secure comprehension skills by answering questions on their content correctly. By the Primary phase in Grade 3, the listening, reading and speaking skills of the large majority are sufficiently well developed to enable them to use a variety of tense forms to discuss in depth and at some length more diverse topics such as space travel. By the Middle phase, the large majority of students make better than expected progress in their understanding of the use of linguistic devices in a range of genres. When they reach High phases, students' knowledge of a range of genres and skills combined with an extensive understanding of diverse cultures enable them to speak convincingly about contrasting traditions, such as



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sessions, Puppet shows and role plays are included to promote speaking skills. Story reviews, story organizers, poetry writing is given to promote writing skills. Different topics are given in each term for research work and present in the class. It helps them to develop speaking skills, writing skills as well as their confidence. Most of the students in Middle section perform well above expected levels in English. Reading proficiency is boosted by LSRW practices and language lessons. Students progress is monitored by a comprehensive assessment plan which involves formative and summative elements. As a part of extended writing task, students of middle section were given a virtual team building activity in which they prepared an e-magazine with sports pages, stories, puzzles, technology pages, jokes, poems, artwork etc. The objective was to develop their digital design skills along with creative writing skills. Students have opened their innovative minds to make of use tools like Canva, Flip Snack and Adobe Spark to organize and create magazines which were definitely a visual treat! BRS reading challenge programme is conducted every month to promote reading habit among students. As part of their formative assessment, students of grade 7 prepared a story board of any one of the book or story they have read. The objective was to evaluate the creative writing skills of students. Almost all students in higher grades are performing well above the expected level in English. Learning apps and blended teaching methods play a significant role in the progress of different groups of students. Reading Challenge is conducted once in a month to support the proficiency of students in English language. Book review is conducted once in a term to inculcate reading skill. Classroom activities like Debate, Roleplay, PPT presentation, ASL assessment, Poetry writing, Newspaper making, Speech videos, Elocution, JAM, Story writing etc is being conducted to develop students LSRW skills.

differences in marriage ceremonies across the ages. In lessons, in all phases there are no significant difference between the progress of boys and girls. The progress of SOD and low achievers is better than expected and similar to that of their peers because lesson planning is mostly adapted suitably to meet their needs. High achievers and G&T students also make better than expected progress, because tasks are adapted to provide higher-level challenge for them in lessons and they show their enthusiasm for learning English, by creating innovative e-portfolios in their own free time to enhance their standards.

English - Next steps for students:



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PS1: Students' Achievements

Students' attainment and progress in Mathematics

Internal Evaluations	Elements	External Evaluations
<p>Evidence sources: Assessment Tracker Mark list Mark entry - Digital campus Result Analysis - Data Students' portfolio Coordinators' file Teachers' file Action plans Minutes of the meeting Reports Answer scripts Assessment tracker Students' portfolio in MS teams Performance analysis formats Attainment data-Previous year Action plans subject improvement plan snapshots- videos - sample work Attainment Evaluation: KG: During the academic year the students are assessed on their understanding & application of mathematical skills A continuous ongoing formative assessment pattern is followed in each term to assess the student's - Pre - number concepts – understanding, applying & representing different pre number concepts. Number concepts - understanding, applying & representing different number concepts. A written assessment is also conducted at the end of each term. Almost all students attained well above the expected level. • Almost all the students in the primary section achieved levels above expectation in Mathematics. • Trends over 3 years reflect that there is a consistent performance in the attainment from the year 2018/19 to year 20/21. This can be attributed to embedding agreed practices across all the grades and sections, guaranteeing effective instruction between classes, grouping procedures and ensuring that teaching behaviour is in line with each other, and maintaining constancy and control over longer periods of time. Almost all boys and girls in the middle section achieved levels above expectation in Mathematics. Considering the trends for past 3 years, it is observed that students of grade 7 and 8 have considerably improved their performance in Math. Most of the students from grade 9 to 12 achieved levels above expectation in Mathematics. Considering the</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The school's internal assessment data indicates that the attainment of students is outstanding in the Primary phase and very good in in the Middle and High phases. This level of attainment is evidenced in lessons and students' recent work in the Middle and High phases, but not borne out in lessons in the Primary phase. Assessments in the KG are concept-based. In the external CBSE exams, most students of grades 10 and 12 attain levels that are above national standards. TIMMS 2019 results in mathematics for both 4 and 8 grades indicate that students attain above the UAE average. In PISA 2018, the school's average indicates that most students attain above the UAE average. Most of the students in grades 3 to 10 took the 2019 IBT and the results indicate that a large majority performed better than the UAE average in all phases. This level of attainment concurs with what is observed in lessons where the large majority of students attain above the curriculum standards in the Primary, Middle and High phases. In the lessons and in their recent work, the majority of children in the KG phase and large majority of students in the Primary, Middle and High phases demonstrate levels of knowledge, skills and understanding that are above the curriculum standards. In the KG phase, the majority of children in KG2, can add single digit numbers on the number line, using objects and mentally. In the Primary phase, the large majority of students have developed the knowledge to work with numbers and shapes. In Grade 5, for example, most students can apply the correct formulae to calculate the perimeter of different 2-D figures and the large majority can derive the formulae using their mathematical reasoning skills. The large majority of students in the Middle and High phases develop a deeper understanding of mathematical relationships. For</p>



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trends for past 3 years, it is observed that students of grade 9 and 11 have considerably improved their performance in Math. 83% of students across grades 3 to 10 participated in IBT 19/20 and BRS average was consistently above the UAE average across all grades in Math. 12 students scored 100 percentile in Math. In PISA 2018, under the domain mathematical literacy, BRS scored 531 which is well above UAE average of 435. eTIMMS conducted in the year 2019, reflected the math proficiency of BRS students. Students of grade 4 achieved a mean score of 509 in Math which is well above the mean scores of Indian curriculum schools and MoE schools. The target score for the year 2023 is 529 in Math for grade4. Students of grade 8 achieved a mean score of 534 in Math which is well above the mean scores of Indian curriculum schools and MoE schools. The target score for the year 2023 is 549 in Math for grade8.

PROGRESS EVALUATION PRIMARY SECTION

- Attainment data of year 2020-21 is the baseline and Check points are Evaluation 1, 2 and 3.
- Criteria for evaluating the progress of group of students.
- % of students well below expected level- Below 35%
- % of students below expected level-35 - 50%
- % of students at expected level-50-80%
- % of students above or well above expected level-80% above KG

By the end of term 1 students will be able to – Compare, groups & uses words to describe things – ‘big’ & ‘small’(size), ‘over’, ‘under’ & ‘next to’(position), ‘high/up & low/down’ (height) ‘heavy & light’ (weight), ‘open’ & ‘close’, near & far (distance), first, second and last (order) etc. Understand, recognize & create patterns and shapes. Counting fluently orally up to 50 or beyond. Learning numbers & linking numbers with its names, quantity, size, order etc. Answer “how many?” questions about groups of objects. Represent numbers as numerals, groups of objects, drawings, pictures, using manipulatives, tens & ones etc. Start to develop an understanding of addition and subtraction within 5 using drawings, pictures & using manipulatives. Almost all the students in grade

example, in Grade 8, students can explore new approaches to solve problems related to the concept of surface areas and volumes. They can present their findings with proper reasoning. In Grade 11, students can accurately derive the equations of conic sections from given conditions, solve complex parabola equations and apply their knowledge to appreciate the design of buildings in the UAE. Students’ work indicate that student’s practice of complex mathematical problems is inconsistent across the Primary, Middle and High phases. Over the past three years, the attainment of most students has been consistently above national standards in both grade 10 and grade 12 CBSE and in the school’s internal examinations. The school’s internal assessment data indicates that the large majority of students make better than expected progress over time and in relation to their individual starting points and curriculum standards. In lessons, a majority of students in the KG phase and a large majority of students in the Primary, Middle and High phases, make better than expected progress in relation to the planned learning objectives aligned to the school’s prescribed curriculum. In the KG phase, children are making good progress in developing their basic pre-number and numeracy skills. By the end of the Primary phase, students are gaining more confidence in mental mathematics and are making very good progress in developing their computational skills. By the middle phase, students are making very good progress in developing their understanding of mathematical relationships and by the High phase, they are able to employ this in geometrical and trigonometrical applications. However, the progress of a minority of students is hindered when they do not complete their assignments. Most groups of students make better than expected progress. While girls are more articulate in responding, especially in the KG and Primary phases, both boys and girls make the same progress in completing and presenting their work. Low achievers and SOD are supported in lessons and through



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1, most of the students in 2, 3 and 4 in Primary section are performing well above the expected level in Mathematics. • The Mathematics department of Primary section lays emphasis on Mental mathematics providing opportunities to students to quickly and efficiently recall a range of strategies and then select the best one for the problem at hand. • The TTT (Tricky Task Time) provision at the beginning of every session enables the students to compute mentally and they are trained to solve a variety of questions such as picture based sums, puzzles, riddles, coding questions, word problems, logical thinking questions and mental math games using various apps. • The EXTENDED TASK questions administered at the end of every session caters to the needs of the highly abled students keeping them engaged as soon as they complete the general task assigned to the entire class. Students are encouraged and excited to solve varied questions like Tarsia puzzles, Vocabulary enrichment provisions, OTBA, Open ended questions, Self formulations and Word problems. • Gifted and Talented students are assigned with Research based tasks, Critical thinking questions, Trans disciplinary projects, Collaborative work and Reasoning questions. • Periodic remedial classes are conducted for low achievers needing remediation. Difficult concepts are retaught, reinforced and simultaneous tests are administered to ensure they understand the basic concepts. Parents are informed of the child's progress regularly. In addition, the Mathematics department of BRS conducts 'MATH QUIZ' every year to assess the mathematical skills, proficiency and aptitude of the students. The objective of the competition was to encourage students to look beyond their textual knowledge and establish a relationship between theory and application of the learnt concepts. Even during the COVID scenario, this exciting opportunity was provided to our students. The competition was conducted in 3 rounds. All the students participated in the first round as it was

additional remedial lessons to ensure that they make better than expected progress. For example, in the remedial lesson in grade 8 on 'Area of a Trapezium', students received personalized attention to bridge the learning gaps, seek clarification, and do additional practice. High achievers and G&T students are challenged through more difficult questions, additional work. Their learning is extended by taking up peer-learning activities such as presentations, quizzes, etc. For example, the 'Friends of Fraction' movie, created by the high achievers of grade 4, allowed them to take their learning to the next stage.



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mandatory. The final round was conducted LIVE on MS Teams and the winners were rewarded with digital certificates on the same day at the end of the program. Most of the students in middle sections perform well above expected levels in Mathematics. Students of grade 5 and 7 were given a crossword puzzle to reinforce the concept of basic geometric concepts and concepts of angles which boosted their critical thinking skills. Students of grade 8 displayed their problem solving skills by creating a triangular tarsia by solving algebraic expressions Most of the students in higher grades are performing well above the expected level in Mathematics. Learning apps and blended teaching methods play a significant role in the progress of different groups of students. Identifying and catering the needs of G & T and SOD students are ongoing under the guidance of SEN coordinator and School counsellor. Project based learning and enquiry-based learning are installed to promote mathematical ability. Going with the above thought, the Mathematical Department conducted a very engaging and engrossing activity among the Students of grade 9 to 12 to inculcate interest in the subject. Virtual Maths Art Exhibition is conducted to expose their mathematical knowledge through art. Inter disciplinary project is given to relate with the cross curricular subjects. Individual project is given to G&T students to satisfy their curiosity towards the subject. The objective of such initiatives was to strike a balance between classroom learning and real-life situations.

Mathematics - Next steps for students:

1. Enhance numeracy skills through exploration of pre-number and number concepts in the KG phase. 2. Practice more complex mathematical problems consistently in the Primary, Middle and High phases. 3. Complete the assigned work in every lesson to accelerate progress in developing mastery of mathematical concepts, especially in the High phase.

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PS1: Students' Achievements

Students' attainment and progress in Sciences

Internal Evaluations	Elements	External Evaluations
<p>Evidence sources: Assessment Tracker Mark list Mark entry - Digital campus Result Analysis - Data Students' portfolio Coordinators' file Teachers' file Action plans Minutes of the meeting Reports Answer scripts Assessment tracker Students' portfolio in MS teams Performance analysis formats Attainment data-Previous year Action plans subject improvement plan snapshots- videos - sample work Attainment Evaluation: KG: During the academic year the students are assessed on their general awareness skills. A continuous ongoing formative assessment pattern is followed in each term to assess the student's - Awareness of environment - awareness of the world around them/us. Understanding & application of the concepts - environmental understanding & application of the learnt concepts while making observation, detailing, discussing, questioning, answering, illustrating, labelling, experimenting etc. A written assessment is also conducted at the end of each term. Almost all students attained well above the expected level. • Almost all the students in the primary section achieved levels above expectation in EVS. • Trends over 3 years reflect that there is a consistent performance in the attainment from the year 2018/19 to year 20/21. This can be attributed to embedding agreed practices across all the grades and sections, guaranteeing effective instruction between classes, grouping procedures and ensuring that teaching behaviour is in line with each other, and maintaining constancy and control over longer periods of time. Almost all boys and girls in the middle section achieved levels above expectation in Science. Girls performed better than boys by a margin of 6%. Considering the trends for past 3 years, it is observed that middle section students have considerably improved their</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The school's internal data for the academic year 2020/2021 indicates outstanding attainment in all phases. The most recent CBSE data for grades 10 and 12 indicates outstanding attainment. These results are not observed in lessons and in students' work where the large majority of students attain above curriculum standards in the Primary, Middle and High phases. Most of the students in grades 3 to 10 took the 2019 IBT and the results indicate that they performed better than the UAE average. TIMMS 2019 results in science for both 4 and 8 grades indicate that students attain above the UAE average. In PISA 2018, the school's average indicates that most students attain above the UAE average. In lessons, the majority of children in the KG phase and a large majority of students in the Primary, Middle and High phases attain scientific knowledge and understanding above the curriculum standards. In the KG phase, the majority of children demonstrate secure knowledge of the five senses and the organs in the human body that correspond to each sense. They explore the sounds of several objects and can confidently explain why some objects produce sound when dropped or crushed, while others do not. However, learning is mostly guided by the teacher, and children do not always investigate and find things by themselves. In the Primary phase in Grade 4, the large majority of students can investigate different types of tap root and illustrate their structure and record their observations, demonstrating secure knowledge and understanding of the topic, but they do not always make predictions or hypothesize before starting the experiment. In the Middle phase in Grade 7, the large majority of students can perform an experiment to investigate the functions of vascular tissues in plants, record their observations and conclusion, but</p>



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performance in Science. Almost all boys and girls in the secondary and senior secondary section achieved levels above expectation in Science. Considering the trends for past 3 years, it is observed that board students have considerably improved their performance in Science. Almost all boys and girls in the senior secondary section achieved levels above expectation in Computer Science. The trends show that the senior secondary students performed very well this year 80% of students across grades 3 to 10 participated in IBT 19/20 and BRS average was consistently above the UAE average across all grades in Science. 16 students scored 100 percentile in Science. In PISA 2018, under the domain Science literacy, BRS scored 480 which is well above UAE average of 434. eTIMMS conducted in the year 2019, reflected the scientific skills of BRS students. Students of grade 4 achieved a mean score of 531 in science which is well above the mean scores of Indian curriculum schools and MoE schools. The target score for the year 2023 is 546 in Science for grade 4. Students of grade 8 achieved a mean score of 574 in science which is well above the mean scores of Indian curriculum schools and MoE schools. The target score for the year 2023 is 579 in Science for grade 8. Progress Evaluation: Cycle II - Middles Attainment data of year 2020-21 is the baseline and Check points are Evaluation 1, 2 and 3. Criteria for evaluating the progress of group of students % of students well below expected level-Below 35% % of students below expected level-35 - 50% % of students at expected level-50-80% % of students above or well above expected level-80% above KG: By the end of term 1 students will be able to – Listen to, respond & expresses appropriately. Speak confidently few sentences related to various conversational topics – school, family, friends, how do they spend the weekends, games they like to play, favourite food etc. Recite rhymes using appropriate actions. Read sight words, CVC words & simple sentences. Retell & enact simple stories. Write legibly &

they do not record their prediction or hypothesis. In the High phase in Grade 12, the large majority of students recognize the changing magnetic field resulting from inducing a current in a loop of wire, analyze the ways in which the current can be induced in a coil and justify the importance of fuses in domestic circuits. They perform virtual simulations of experiments and record their observations and conclusions, but they rarely predict, test their own hypothesis, and write a full laboratory report. Trends of attainment over the last three academic years indicate that most students are consistently attaining above curriculum standards in the Primary, Middle and High phases. The school does not keep track of the trends in attainment in the KG phase. The school's internal data indicates that students' progress over time and from their starting point at the beginning of the academic year is overall very good in all phases. These results concur with the progress in lessons where the large majority of students make above expected progress. In lessons, the majority of children in the KG phase and the large majority of students in the Primary, Middle and High phases make better than expected progress, with no significant difference between boys and girls. In the KG phase, the majority of children make better than expected progress, when they use their observation skills effectively. For example, to distinguish between objects that move fast and others that are slow. By the end of the Primary phase, the large majority make better than expected progress when they start to experiment and use their scientific skills in recording their observations. In the Middle phase, they analyze the outcomes of the experiment and make conclusions. When they reach the High phase, they show deep knowledge and understanding of all sciences, as well as the ability to simulate experiments and make conclusions independently. The progress of SOD and low achievers is better than expected because tasks are differentiated to meet their needs and they receive sufficient support



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neatly the letters, words & simple sentences by practicing the correction formations Most of the students in Primary section are performing well above the expected level in Environmental Science in grades 1,2 and 3 while Majority of the students are performing well above the expected level in grade 4. The EVS department emphasizes on Learning by doing. We provide differentiated tasks to children in order to improve scientific skills like observing, analyzing, experimenting, researching and recording. Learning apps are playing an important role in hybrid teaching. We use PADLET, Quizizz, live worksheets, menti.com, white board and Sketchfab. Differentiated assignments are given to the children to develop creativity, innovation, independent learning and scientific skills. Few of the assignments are:

- Student investigates reproduction in flowers.
- Differentiating self -pollination and cross pollination.
- Testing matter-solubility experiment with different substances .
- Make a report – Seeds are the seeds are the only way flowering plants making new plants or any other ways with examples.
- To inculcate curiosity among students to know the natural phenomenon. Presentation on Effects of Global Warming , Causes · Effects · Preventions · Research on the hazardous noise level and safe noise level. Student present the data using drawings enhancing creative and scientific skills.
- Research on factors affecting condensation and evaporation. The below mentioned strategies are incorporated in the daily lessons. Discovery learning, Flipped instruction, Self-paced learning, Peer tutoring, Learning by doing, Hands on learning, Visual clues, Argue with Science, Context Based Learning, Science Museums. The below methodologies we follow to take care of low achievers and SEN children.
- Repetition of the concepts.
- Regularly check the progress of the child by oral questioning.
- Providing the students with extra worksheets and small tasks to complete to gain confidence.
- Extra attention given. Monitoring the progress by conducting class tests and retest till

in lessons. High achievers and G&T students make better than expected progress because they are consistently challenged by teachers' questions and the work assigned to them.



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improvement is seen Large majority of students in middle section are performing well above the expected level in science. Learning apps and blended teaching methods play a significant role in the progress of different groups of students. Remedial classes are provided for students who are performing below expected level. Identifying and catering the needs of G & T and SEN students are ongoing under the guidance of SEN coordinator and School councillor. Project based learning and enquiry based learning are installed to promote scientific skills. Going with the above thought, the Science Department conducted a very engaging and engrossing activity which allowed the children of Grade 5 to understand and analyze the significance of ecological balance for the survival of different animals and plants in their respective natural habitats, as observed in the given countries: Canada, Brazil, Indonesia & UAE. Students of grade 6 were given an assignment in connection with the lesson Living things and their surroundings. Students were provided with 3 different topics - design a desert plant/model an ecosystem/creative writing task They are free to select any one topic of their choice. This project was a part of their formative assessment. Grade 7 students prepared an investigative report on the plight of farmers and the problems faced by them. The objective of such initiatives was to strike a balance between classroom learning and real life situations. BRS science Olympiad was conducted to improve the quality of science education, increasing student interest in science and providing recognition for outstanding achievement in science education by students. Olympiad was conducted in 2 levels, preliminary written round and seminar round. Almost all students of grade 9 and 10 are performing well above the expected level in science. Learning apps and blended teaching methods play a significant role in the progress of different groups of students. Identifying and catering the needs of G & T and SOD students are ongoing under the

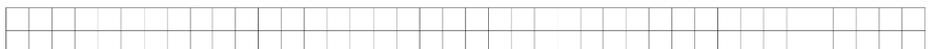


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guidance of SEN coordinator and School counsellor. Individual project is given to G&T students to enhance their skills. Classroom quizzes are being conducted in MS Forms to practice for external assessments. Inter disciplinary project is given to relate with the cross curricular subjects. Project based learning and enquiry-based learning (Innovative and Art integration projects) are installed to promote scientific skills. The objective of such initiatives was to strike a balance between classroom learning and real-life situations. Grade 11 and 12: Physics: Almost all students of grade 11 and 12 are performing well above the expected level in Chemistry. Learning apps and blended teaching methods play a significant role in the progress of different groups of students. Project based learning and enquiry-based learning (Innovative and Art integration projects) are installed to promote scientific skills. Chemistry: Most students of grade 11 and 12 are performing well above the expected level in physics. Innovative and Art integration projects are installed to promote scientific skills. Biology: Most students of grade 11 and 12 are performing well above the expected level in Biology. PPT presentation, seminars quiz are conducted to inculcate the subject.

Sciences - Next steps for students:

- 1- Make a prediction, hypothesize and record findings systematically when conducting an experiment in all phases including the KG phase.
- 2- Consolidate learning experiences through free play and exploration in the KG phase.
- 3- Write a full laboratory report following the scientific method, particularly in the High phase.



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PS1: Students' Achievements

1.3 Students' Learning skills

Internal Evaluations	Elements	External Evaluations
<p>students' portfolio Teachers' file subject coordinator's file School website Teachers' daily log (session plan) Lesson plans/session plans Lesson observation report Reports Evaluation Modern classrooms are slowly taking a new approach to imparting wisdom and knowledge to the upcoming generation. Traditional classroom teaching techniques are giving way to a new system of blended learning. Blended learning that uses apps, games, or measurable programs to teach concepts allows students to engage the material at their own pace. This helps to balance a classroom that contains both quick and slow learners. Every student can practice and tackle new material with timing that is perfect just for them. It can promote deeper learning, reduce stress, and increase student satisfaction. The students of BRS Kindergarten explored and experienced the animal world from the comfort of their homes during covid-19 pandemic through a virtual tour conducted on 29th June 2020. Parental involvement is an important aspect of educational system in today's world. Virtual Family day was held in BRS Kindergarten on 1.7.20 to strengthen the bond between the parents, students and school. BRS Kindergarten conducted a special activity on 'International day of sign languages' to understand and support the linguistic identity of all the deaf people and sign language users. Children with their palm print made a beautiful card with sign language expressing their love for their mom and dad. Such activities play an active role in the emotional development of the child. Kindergarten students of Bright Riders joined hands together on 6th of December 2020 to celebrate 'World soil day' virtually. Our tiny tots grew mustard seeds/moong dal in soil filled in egg shells/plastic yoghurt bottles. Objective of the event was to create environmental sensitivity and to highlight the importance of</p>	<p>1.3.1 Engagement and responsibility</p> <p>1.3.2 Interactions, collaboration, communication</p> <p>1.3.3 Application and connections</p> <p>1.3.4 Innovation, enterprise, enquiry, research, critical thinking, use of I.T.</p>	<p>Almost all students have a positive attitude toward their learning in all lessons. In most lessons, students are highly engaged in learning, can work without supervision and take increasing responsibility for their own learning. However, this is less clear in the KG phase, where children are usually guided by teachers and are not given sufficient opportunities to find things for themselves. In science, the Grade 4 students took full responsibility for their learning when they planted the tap root, observed the changes, recorded their observations, and shared them with their peers. Students become increasingly aware of their strengths and weaknesses through the effective feedback they receive from their teachers and when they complete the dedicated improvement reflection time sheet (DIRT) every week and after assessments, where they record their strengths and weaknesses and how they can improve. Almost all students are motivated to learn because teachers expertly engage them while creatively introducing the lesson and communicating the learning objectives. Students interact and collaborate effectively, whether they are learning online or face-to-face. In an online biology lesson, Grade 9 girls collaborate in groups to produce a presentation about the importance of vaccines and what they can do to persuade others to take them. They present their work in a theatrical manner, with one speaking and the other acting out how COVID can influence people, demonstrating effective communication skills. Students are eager to explain their learning in all subjects and phases. In a Grade 10 mathematics lesson, for example, students explained their reasoning clearly why the volumes are equal when a solid shape is converted to another. In English, students have many opportunities to share their learning.</p>



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soil for food security. Earth Day is celebrated worldwide on April 22 annually to raise awareness about the need to preserve mother earth for coming generations. BRS also conducted various events to support the cause. Autism is like a rainbow. It has a bright side and a darker side. But every shade is important and beautiful. Since April is the month of Autism Awareness, learners were made aware of Autism through a short video. Learners understood that autism is not a disability, it is a different ability. World Book Day is celebrated on April 23rd every year. Our Bright Riders Kindergarten celebrated the World Book Day by reading their favorite book together with their friends and family to make books more fun. To inculcate the habit of reading among the kids, a bookmark activity was done. Bright Riders School is always committed to children's health and well-being. To establish a healthy behavior in children, the Bright Riders School organized a health awareness programme on 26, 27 and 28 th April for the students of Grades 3 and 4. Under the guidance of the Ministry of Education, Bright Riders School had organized the National Bullying Prevention Week, entitled "Flourish Together" in the month of November 2020, for the prevention of cyber bullying. The campaign was organized by the iCLASS @ BRS, aimed to raise awareness on cyber bullying among the students and how to prevent it by taking the right actions in case it happens. The BRS Literary Club conducted its first online Poetry Writing Competition for the students of grades 5-12 on 28th November 2020. The Participants were provided with pictorial prompts based on their category. From these, they could gain inspiration, and compose their thoughts into poems, based on their own unique perspectives. The Islamic Studies Department in coordination with the Arabic Department conducted the Qur'an Recitation competition for girls on 4th October 2020, in order to enhance the love of Qur'an and to inculcate in students a desire and habit to read Quran in proper manner. The first virtual yoga

In Grade 10, for example, students confidently present the stories they have creatively written. Students consistently make meaningful connections between areas of learning. In Arabic, in Grade 8, for example, students make links with science while discussing natural phenomena such as twilight and dusk that precede the rising and setting of the sun, as well as with visual art when discussing the beautiful colors and images that accompany these events. Students make links with real life situations, which deepen their understanding of the world around them. In a Grade 1 mathematics lesson for example, students apply their understanding of UAE currency and money to read the bill of a product and prepare a shopping list within a set amount of money. In Islamic education lesson in Grade 6, students link their learning of voluntary fasting with the importance of regulating their dietary habits as well as making links with science while discussing the effects of diets on the human body and health. Students develop their critical thinking skills in almost all lessons because teachers always ask open-ended and challenging questions and give them time to think and reflect. Students are increasingly creative, innovative and enterprising. Students in a grade 4 science lesson for example used material of their choice to design the arrangement of molecules in the three status of matter. The Grade 12 students organized an event called Spectrum in which each class set up a stall selling food items and organized games with prizes. The profit from this event were donated to Red Crescent and to charity. Student are encouraged to use technology to conduct research in all subjects. They learn while using technology during online lessons. However, face-to-face students do not use technology to access available online content or quizzes or to conduct quick research. Students participate in problem solving activities particularly in mathematics and science, but this remains inconsistent across subjects and phases. Children's learning in the KG



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competition was organized by the Sports Department of Bright Riders School on 8th December 2020 on Microsoft Teams. The COVID-19 pandemic is the paramount challenge we have faced in the year 2020. It has made us apprehend the importance of good health and Yoga is undeniably one of the best way to keep ourselves fit and healthy. As a gesture to conserve and safeguard nature, a program was amalgamated to inculcate sensitivity and solicitude nature by BRS Eco Club on 6th June 2021. Students became partakers of the event for a noble strive to protect and nurture mother nature. The motto was “Let us Nurture the Nature so that we have a beautiful future”. The highlights of the event were Reimagine, Recreate and Restore the Ecosystem. The Islamic and Arabic Department, in collaboration with the Middle School students (Grade 5-8) conducted a Virtual Assembly to mark the occasion of Ramadan on May 4, 2021. Ramadan is the month of blessings and forgiveness. It is a great opportunity to learn and understand more about Islam and also a chance for everyone to practice a little introspection. An inter-house poetry recitation competition was organized by the English department of Bright Riders School on 27th May 2021. The event was held on Microsoft Teams for the students of grade 5 and 6. Every year the second Wednesday of October is observed as National Stop Bullying Day to make people aware of the importance of stop bullying. As a part of National Stop Bullying Day an awareness programme was conducted for the students of Grade 5 to 8 on Wednesday 13th October, 2021. Students became partakers of the event for the noble strive to stop bullying. Ahmed Shayan Niyas of Grade 7D(Boys) gave a speech on National Stop Bullying Day. The Reading Challenge was conducted virtually at Bright Riders School on 1 June, 2021 between 5.00 pm to 6.00 pm for grades 1-12 by the Department of English supported by the Activities Committee. This novel venture, initiated by BRS was designed with the sole objective of

phase is mostly guided by the teacher and they do not have sufficient opportunities to develop their creativity and independent investigation skills through free play and exploration.



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giving a fillip to the reading ability of the students and acquainting them with the beauty and uniqueness of the English Language. When faced with the challenge of an opportunity to show case their creative mettle, the grade 9 students of Bright Riders School came up with an idea to host a Radio Show , highlighting the importance of reading as an indispensable art to widen the horizons of knowledge. The show which was conducted on the 10th of March 2021, on Teams, presented a skit, which was aptly named- 'Utopia- Knowledge is Bliss'. It focussed on a country, which was named Utopia- Ignorance is Bliss, where the whimsical ruler, his ministers and the citizens lead a life devoid of the exotic pleasures of reading and knowledge. The BRS Science Club hosted its first online event Tech Bootcamp on 12th and 13th December from 4PM to 5PM. It was conducted by the Directors Priyanshu Singh and Hamna Bilal in collaboration with Bright Champs, a renowned organization having a demonstrated history of working in the education management industry. The event was conducted on MS teams, and the students of grade 1-10 were heartily welcomed to be a part of the event via a registration link. A grand total of 649 students attended the event, making the event an enormous success. The launch of the Coding and Wellness Club was conducted on Saturday, 7th of November at around 10 in the morning. The program was conducted by the Secretaries of Activities, Tanujj and Khushee. The launch was kickstarted by some inspirational words from our Principal, Dr. Rishikesh Padegaonkar, who emphasized and accentuated the importance of both coding and wellness. The program was then recommenced by the introduction of the Coding Club by Dakshesh - Head of the Coding Club and Aniket. An insight on the functioning of the club was provided by the two of them to the students. Subsequently, they demonstrated the working of some code they had themselves written and concluded by clarifying some of the attendees 'doubts and queries. The members



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of Zayed Reading Challenger's Club@BRS organized a webinar commemorating the Mental Health Awareness campaign initiated in the month of June. The Club Managers Selina Khan and Zaina Aslam planned the event. The Webinar was held on – 12th June'21, Saturday at 5:00 P.M. Our honorable parent, Ms. Razia Khatoon was the Guest Speaker. It is in his honour that the teachers of the English Department of BRS, grade IX –XII along with the Activities Committee and the Student Directors of the Literary Club organized a virtual competition – 'SONNETS'- SHAKESPEARE REVISITED on Saturday, 19 June, 2021 at 10:00 AM. To discover the undiscovered talents and innovative students, the Math Club of Bright Riders School organized a Virtual Art exhibition. The Directors of the Math Club, Fazil Farhan and Pavitra Bhargavi, conducted the exhibition. The present COVID lockdown has not stopped our students from being creative; instead, it has seen them produce works of Math Art now on display in a virtual public gallery. The event christened "Alumni Talk 2020" was conducted on Thursday, 10th of December at 4 PM. The program was conducted by the Presidents of Activities, Mohammed Muneeb and Urja Dogra. The program aimed to make the students of grades 9-12 familiar with the college admission process of various countries, entrance examinations, and the scope of different fields and subjects with the help of some of our alumni. To help protect wildlife, it is important to understand how species interact within their ecosystems, and how they are affected by environmental and human influences. Keeping such in-depth contemplation, an interactive session on "Conservation of Plant and Animal Species" was regulated online in a student-to-student interactive session for Grade 5 and 6 on Saturday, 22nd May 2021 at 10.30 am through Google Meet. The session demonstrated collaborative learning accomplished by the PSBB Millennium School Gerugambakkam Chennai hand in hand with Bright Riders School, Abu Dhabi which was illuminated and set in motion with a

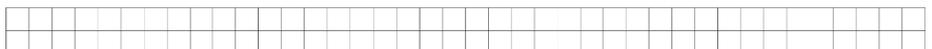


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prayer song followed by a welcome speech and subsequently, with the launching of International Dimensions in Schools (IDS). LSRW skills assessments are conducted at the end of each Evaluation in English, Hindi and Arabic. Results are analysed and remedial measures are installed. Project based learning and enquiry based learning are promoted in math, science and UAE social studies. Students are given individual assignments on relevant topics. Group projects and activities are conducted to promote students' interactions, collaboration and communication skills. Interdisciplinary projects are used to establish connection between different domains of learning. Large Majority of grade IX to XI students made significantly above average progress in English ASL and applied these skills across the curriculum by organizing TED talks to display their exceptional collaborative and communication skills. Wide range of digital skill is attained by the students by producing power points, videos and contributing to student link- a digital monthly magazine

Next steps for students:

1. Use technology in face-to-face classes to access online learning and assessment materials as well as conduct quick research.
2. Participate in problem-solving activities consistently across all subjects and phases.
3. Engage in independent investigation through free play and exploration in the KG phase.





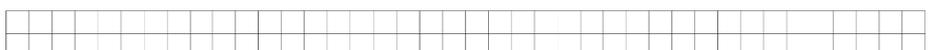
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PS2: Students' personal and social development

2.1 Personal development

Internal Evaluations	Elements	External Evaluations
	<p>2.1.1 Attitudes</p> <p>2.1.2 Behaviour</p> <p>2.1.3 Relationships</p> <p>2.1.4 Adoption of safe and healthy lifestyles</p> <p>2.1.5 Attendance and punctuality</p>	

Next steps for students:





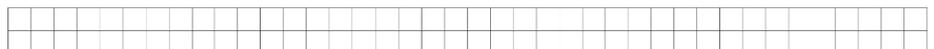
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PS2: Students' personal and social development

2.2 Islamic values, Emirati & world cultures

Internal Evaluations	Elements	External Evaluations
	2.2.1 Appreciation of the values of Islam 2.2.2 Respect for the heritage and culture of the UAE 2.2.3 Understanding of their own and other world cultures	

Next steps for students:





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PS2: Students' personal and social development

2.3 Social responsibility & innovation

Internal Evaluations	Elements	External Evaluations
	<p>2.3.1 Community involvement, volunteering and social contribution</p> <p>2.3.2 Work ethic, innovation, enterprise, entrepreneurship</p> <p>2.3.3 Environmental awareness and action</p>	

Next steps for students:



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PS3: Teaching and assessment

3.1 Teaching

Internal Evaluations	Elements	External Evaluations
<p>ELEMENT 1: Teachers' knowledge of their subjects and how students learn them EVIDENCES: * PDP Workshops ,*Class observation , *samples and report by SLT Mentor-Mentee Report *Curriculum Mapping ELEMENT 2: Teacher–student interactions including the use of questioning and dialogue: EVIDENCES: * Interdisciplinary teaching - Project, classroom discussions, debate * MIP - Projects/work *samples of students, student's projects *Level appropriate worksheets *Evidences of note book with feedback both DL & FTF ELEMENT 3: Teaching strategies to meet the needs of individuals and groups of students: EVIDENCES: * Lesson plans and Session plans individual activities, *Group activities assignments: *Levelled assignments, *Slow learners and gifted. ELEMENT 4: Teaching to develop critical thinking, problem-solving, innovation and independent learning skills: EVIDENCES: *Art integration projects, *Critical thinking assignment innovation in classroom ,*Digital competency entrepreneurship and independent learning A paradigm shift from in-school teaching to Blended learning has happened during this COVID-19 crisis, which has led BRS educators to incorporate hybrid approach to support the teaching learning environment more effectively. The School successfully activated distance learning at every levels by making DL policies, but this academic session(2021-2022) synchronized effectively to blended learning environment. To implement Blended learning, required comprehensive PD on e-Pedagogy ,active learning strategies through digital resources were provided by the School. Installation of Interactive Boards across the school has scaffolded the DL framework. The planning of curriculum went through modification by the addition of E-module along with the lesson plan. The Subject improvement plan(SIP) of every subject has been revised and updated after every evaluation, depending on the students assessment performance and the understanding on the topic/concept. Persistent Planning of Curriculum</p>	<p>3.1.1 Subject knowledge and how students learn them</p> <p>3.1.2 Lesson planning, the learning environment, time and resources</p> <p>3.1.3 Interactions, questioning and dialogue</p> <p>3.1.4 Strategies to meet the needs of all students</p> <p>3.1.5 Developing critical thinking, problem-solving, innovation and independent learning skills</p>	<p>Most teachers have a secure subject knowledge and use it expertly in the lessons and set tasks to ensure students reach a high level of competence. Most teachers across the Primary, Middle and High phases start their lessons with a motivating starter that effectively engage students in learning. They adapt their approaches to enhance student achievement both in the subject domains and in their socio-emotional development. This is less effective in Arabic in the Middle and High phases and in the KG phase. Children in the KG phase are not given sufficient opportunities to explore and find out things for themselves through play. In Arabic lessons in Middle and High phases, learning is mostly teacher-led and less engaging. Planning is closely aligned to the progressive development of students' knowledge and offers many opportunities for students to develop their knowledge and understanding in the core subjects, in combination with the acquisition of a wide range of learning skills and values. However, this is less effective in the KG phase. Teachers have adopted a structured format for lesson planning within which individual teachers plan their lessons. Lesson plans clearly state the learning objectives, a starter, and differentiated tasks for groups of students to enable all students to be successful learners. In the KG phase, the teacher provides support for the lower-achieving children to make the same progress as their peers. Although most teachers provide sufficient support for the SOD and challenge for the G&T in lessons, their lesson plans do not consistently identify them as well as specify the tasks planned for them. Almost all teachers provide physical and emotional learning</p>



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developments are done through Faculty meetings where the objective is to share best practices, Mentor-mentee relation, teaching methodology focussing mainly on various digital learning apps, e-pedagogies, extension modules. Teachers were given PDs through webinars on various teaching strategies, well being, cyber safety ,on digital resources etc for effective teaching and learning. Teaching for effective learning is achieved through various teaching methods/active learning strategies that allow Student to take ownership of their own learning. *Learning apps and blended teaching methods play a significant role in the progress of different groups of students. Various learning apps like word wall, kahoot, quizz, Padlet, Sketchfab, white boardfi, Nearpod etc are being used across the grades in all subjects. * Monthly reading challenge is conducted across the school by English department to enhance the reading skills. To improve vocabulary 'Word of the Day' is being given to find meaning, synonym, antonym and frame sentences. *To improve Scientific skills, emphasizes on Learning by doing. Differentiated tasks to Students were given in order to improve scientific skills like observing, analyzing, experimenting, researching and recording. As a part of innovation BRS Science Olympiad was conducted successfully across the middle school. *To assess the mathematical skills, proficiency and aptitude of the students math quiz is being conducted yearly basis. Integration of Art has been done. * Enhancement of the four skills of Listening, Speaking, Reading and Writing is the prime focus of the Arabic department in BRS. Evidences are documented. *Activities like TEDED, MUN, TEDX and various other activities were conducted to enhance independent ,innovative, creative, creative /21st century skills and competencies. *Alignment of Student Achievement with Teaching & assessment has helped to updates the teaching strategies and assessment pattern based on the data findings & feed back in coordination with subject coordinators. Learning gaps are identified and measures are taken to plug in the gaps. Progress check format has been support to track groups of students & guided the subject coordinators to prepare SIP based on

environments that are conducive to learning. Most lessons are well-paced and incorporate age-appropriate mental stimulation and resources into the learning experiences. Teachers are creative with resources used in hybrid learning. Integrating videos, presentations, and interesting digital applications such as 'StoryboardThat,' 'Quizzizz' in the lessons is likely to engage almost all students. In mathematics, for example, in Grade 4, the face-to-face students used a geoboard while online students designed a 'Fraction Museum' using materials readily available at home. They use sticks and cut-outs to develop their understanding of ratios in a Grade 7 mathematic lesson and the more complex technological applications, such as virtual simulations of experiments in science in the High phase exemplify the effective planning. Time is less well used in the KG phase, as activities within lessons are sometimes not stepped up in difficulty sufficiently to maintain a good pace and resources are not always selected or used by the teacher with sufficient care to promote a consistently effective learning experience for young learners. The role of the teaching assistant in supporting children's engagement and learning in the KG phase is limited. Teachers use questioning effectively in nearly all lessons to motivate students to participate and to continually engage them in dialogues and discussions to ensure that they understand new concepts and deepen their learning. In Arabic lessons in the Middle and High phases, a minority of teachers dominate the lesson and do not provide consistent opportunities for students to communicate their learning. Most teachers skillfully promote teamwork and discussion in MS Teams by assigning different tasks to individual students and groups. These strategies, which encourage a sense of responsibility and independence, meet with a very ready, positive response from students, especially those who are online. Most teachers step in as



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this progress check. Lesson observation reports is helpful in evaluating the skill based activities . *Formulation of G & T policy has resulted in the Provisions up to an extent of 50%.

necessary at key points in the lesson to confirm and if need be, adjust students' learning, to address any minor misconceptions and to provide students with short but effective opportunities to reflect not only on their own learning, but that of their group members also. Teachers have high expectations for students' achievement and successfully match work to the needs of students of all abilities. While some assignments are tailored to different levels of ability, many give a level of choice that encourages students to challenge themselves. They effectively adapt their approaches to promote better progress for all learners. For example, in mathematics, the application of teachers' knowledge of multiple intelligences, encourages the active participation of all groups in the lesson. In a few lessons, teachers provide insufficient attention to the development of low achievers, such as hand-writing skills in English in the Primary phase and completion of mathematic assignments in the High phase. In most lessons, especially in the Primary, Middle and High phases, teachers purposefully develop students' critical thinking, creativity, innovation, and independent learning skills. For example, the rich curriculum of Islamic education, science and English is exploited well by teachers across the phases to develop students' skills in analysis, synthesis of information and critical thinking. In Grade 12, the teacher asked students to explain why marriage is considered half of religion in the Hadith, which motivated the students to reflect on the importance of marriage and its necessity to protect societies and individuals. They regularly provide students with interesting, cross-curricular opportunities to be creative, by devising activities that encourage students to express a personal point of view. For example, in the High phase, in an English lesson, students drew intelligent comparisons between the character of the poor pedlar in

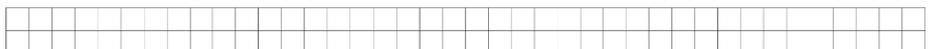


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the Rattrap novel and the plight of those people who have lost their jobs during the pandemic; and in a mathematics lesson, how great artists like Michael Angelo and Leonardo Da Vinci applied the mathematical concept of 'proportions' to their art works in the Middle phase. In science, in the High phase, teachers encourage students to work independently. For example in Grade 12, students perform a stimulation experiment, record their observation and conclusion independently.

Next steps for teachers:

1. Improve teaching strategies and use of resources in the KG phase to provide more opportunities for exploration and free inquiry, as well as in Arabic in the Middle and High phases to engage students consistently.
2. Improve the role of the teaching assistant to support children's engagement and learning in the KG phase.
3. Improve lesson planning by including the identified SOD and G&T students as well as tasks specifically assigned to them.





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PS3: Teaching and assessment

3.2 Assessment

Internal Evaluations	Elements	External Evaluations
<p>ELEMENT 1: Internal assessment processes: EVIDENCES: * Assessment policies, * Syllabus distribution , *Formative assessments & analysis of blue print, *Question paper samples ELEMENT 2: External, national and international benchmarking: EVIDENCES: *Report, presentation. *Learning gaps analysis , *Student work PISA Exam preparation *Summary of PISA sample preparation,* External exams preparation review ELEMENT 3: Analysis of assessment data to monitor students' progress: EVIDENCES: *Student attainment report ,*Student progress tracker performance analysis ELEMENT 4: Use of assessment information to influence teaching, the curriculum and students' progress. EVIDENCES: *DIRT after each evaluation,* action plans,* low achiever action plan,* high achiever Subject improvement plan,* Faculty meeting minutes ,Strategic development plans ELEMENT 5: Teachers' knowledge of, and support for, students' learning EVIDENCES: *Faculty meeting minutes,*Strategic development plans,* teachers link evidence support for special needs-ALP & IEP With the education world grappling with the impact of COVID-19,School has modified the assessment pattern across the grades(1 to 8).Senior school were aligned with the CBSE pattern. Assessment were both synchronous (for FTF students) and asynchronous (for DL students). For Feedback which is the integral part of formative assessment, the Evidences were collected as Reflections (for both individual and group activities) and DIRT forms. Various digital tools like Kahoot, Quizizz, Padlet, Prezi, Canva etc were used across the subjects as a part of Blended approach. The evidences are documented in MS Teams as digital portfolios. The Summative assessments were conducted as MCQ pattern in</p>	<p>3.2.1 Internal assessment processes</p> <p>3.2.2 External, national and international benchmarking</p> <p>3.2.3 Analysis of assessment data to monitor students' progress</p> <p>3.2.4 Use of assessment information to influence teaching and the curriculum</p> <p>3.2.5 Teachers' knowledge of and support for students' learning</p>	<p>The school's internal assessment procedures are coherent and consistent in assessing students' learning. Internal assessment procedures are rigorous and closely linked to the school's curriculum standards, providing valid, reliable and comprehensive measures of students' academic and personal development. Assessment's strategies include formative and summative assessments. Subject teachers collate information from various sources, including end-term exams, mid-term exams, unit tests, class tests, the quality of student work in assignments and presentations, and their participation in lessons and in related activities such as clubs and events. Individual student portfolios are maintained and their achievements are well documented. This ensures that each student's academic, personal and social development is measured comprehensively in the Primary, Middle and High phases. In the KG phase, assessments are based on observations of students in lessons and their participation in tasks, with limited strategies or appropriately graded tools to measure early childhood milestones. Staff draw evaluative comparisons between the performances of students in the higher phase and those of students across the world in their external examinations. The CBSE exam data is analyzed as per UAE norms and also to compare students' attainment in relation to other CBSE schools. The results of CBSE in the core subjects are analyzed in detail. The grade 10 analysis is used to inform both the school and the students about each student's strengths, allowing them to make informed decisions about which subjects to pursue in the higher grades. The school uses IBT to benchmark students' academic outcomes in English, Arabic, mathematics, and science from grades 3 to 10 against international</p>



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Microsoft forms, but of late it has been updated as MCQ and Written test in both synchronous and asynchronous session. New question paper committee has been set up to monitor the quality of question paper. Revised Blueprint based on CBSE competency framework are being highlighted while setting the question papers in both Primary and Middle levels. BRS School has already attained a higher participation of students in IBT (in the year 2019), Shastra-Pratibha test as external exams. In Mathematics : *TIMSS performance in Grade 4(Pilot Class) improved by 4% & the school performance, was placed in intermediate & in Grade 8(Pilot Class) in the year 2019 students were in Intermediate Level. In Science : *TIMSS performance in Grade 4(Pilot Class) improved by 1%. & placed in intermediate level whereas TIMSS performance in Grade 8(Pilot Class) in the year 2019 was in high Benchmark level. Students for the academic session 2021-2022 are yet to appear for ASSET test(in the month of Nov.) where participation of student is going to be mandatory. Students are being given practice on the sample of ASSET questions.

standards. While students participate in great numbers in the IBT for English, mathematics, and science, this is not the case for Arabic. There are no benchmark tests for grades 1 and 2. Assessment data is comprehensive and is drawn from a wide range of sources, including the formal exams, tests, assignments and multiple informal sources, for example, the 'Monthly Reading Challenge' for all grades. The results of all forms of assessments given to students are analyzed per individual and group and recorded. The information obtained is used to inform teaching and learning. The 'remedial learning program' in the school is a direct outcome of this analysis, and it has been effective in improving the progress of low achievers in mainstream lessons. Teachers use the assessment information very effectively to group students into three levels based on their achievements and to plan tasks that meet their needs. This approach is effective in meeting the needs of almost all groups. They identify SOD and G&T students and plan work to meet their specific needs. Low achievers are supported additionally with outside lessons in the core subjects. Teachers regularly and skillfully check students' learning to clarify points and address any misconceptions, enabling students to keep up with their learning. In Islamic education, in grade 12, the teacher reads the students' posts on the 'Nearpod board' and provides the students with instantaneous feedback. In science and mathematics, almost all teachers in the Primary and Middle phase, conduct a mini quiz at the end of the lesson to validate students' learning. In a few lessons in the KG phase, assessment information is less well used to plan activities, especially for high achievers. Most teachers have very good knowledge of the strengths and weaknesses of individual students as a result of the rigorous assessment procedures and results analysis. Students are asked to complete a 'Dedicated Improved Reflection Time' (DIRT) form on a weekly basis and after each assessment to record their self-

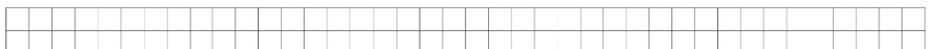


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evaluation of their strengths, areas for improvement, and next steps in their learning. Most teachers plan well to enable students to assess the learning gains they have made at the end of lessons against the learning objectives. Fewer opportunities are provided for peer assessment, which is mostly limited to peers giving the correct answer to others' responses, with little input to process the responses. In the KG phase, children look up to the teacher to validate their learning. While students' written work in notebooks is regularly marked from grades 1 to 12, most of it is cursory. In a few cases, teachers write more informative comments, such as 'improve punctuation' in English or 'good work' in mathematics, but they are not detailed enough to direct students to the actions they should take to improve. Digital submissions are marked with more constructive feedback for the next steps in learning.

Next steps for assessing learning:

1. Track KG children's developmental milestones in all domains of early childhood through enhanced assessment strategies.
2. Provide detailed written feedback on students' work to support them with the next steps in their learning.
3. Provide more opportunities for students to be engaged in peer assessments using specific criteria aligned to the learning outcomes.





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PS4: Curriculum

4.1 Curriculum

Internal Evaluations	Elements	External Evaluations
	<p>4.1.1 Rationale, balance and compliance</p> <p>4.1.2 Continuity and progression</p> <p>4.1.3 Curricular choices</p> <p>4.1.4 Cross curricular links</p> <p>4.1.5 Review and development</p>	





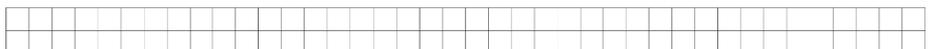
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PS4: Curriculum

4.2 Curriculum adaptation

Internal Evaluations	Elements	External Evaluations
	<p>4.2.1 Modification of curricula to meet the needs of all groups of students</p> <p>4.2.2 Enhancement, enterprise and innovation</p> <p>4.2.3 Links with Emirati culture and UAE society</p>	

Next steps for curriculum leaders:





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PS5: Protection, care, guidance and support of students

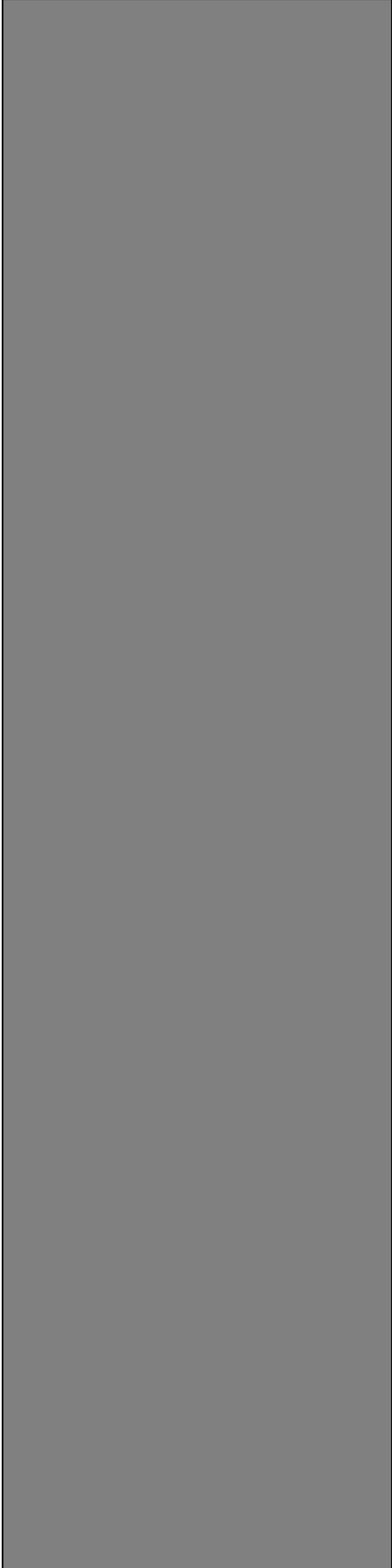
5.1 Health & safety

Internal Evaluations	Elements	External Evaluations
<p>Evidence sources: Child protection policy, Anti-Bullying Policy, Health and Safety Policy, School Discipline Policy, School code of Conduct and Attendance Policy, No Smoking Policy, OSH Policy, Fire and Safety Policy, School Transport Policy, Student of Determination Policy, Parental Involvement and Punctuality Policy, School Picnic/Excursion Policy, Teachers and Students' Council members Break Duty list (house-wise) and Morning time duty, Dispersal duty list, Proposed early morning sports activities, Reports on the well-being of students and staff during distance learning, Health care and School Clinic Fire safety and evacuation Plans/drill (Report), School Transport and Own Transport, School Cleaning, Safety measures in Science Labs, Modes of Parents Communications, School Security and Processes/records related to Safety checks including building, Equipment and facility maintenance, incident reporting and follow-ups, Records confirming appropriate rigorous checks are made on all staff, Previous inspection report. *Highlight of our School Canteen is that it provides organic food in hygienic conditions, keeping in mind the health and wellbeing of students. *Coolers are installed at every corners of the floor for ready access to fresh drinking water. *In primary levels to create awareness about healthy life style curriculum integrated activities and celebrations were conducted. Healthy living was promoted in all aspects of school life. *Our School Clinic maintains a regular and comprehensive health record for individual health. *Individual health for students is maintained. Regular vaccination programme are being monitored and conducted. *Normal health issues of our students are maintained by school clinic. *To create awareness about healthy life style regular workshops/talk sessions are conducted by the</p>	<p>5.1.1 Care, welfare and safeguarding</p> <p>5.1.2 Arrangements to ensure health, safety, security</p> <p>5.1.3 Quality of maintenance and record keeping</p> <p>5.1.4 Suitability of premises for all students</p> <p>5.1.5 Provision for and promotion of safe and healthy lifestyles</p>	<p>The school has rigorous and comprehensive policies and systems for ensuring children and students' safety in school, to which staff at all levels make a full contribution. The child protection policy is communicated to parents, students and staff and updated regularly through the school's online portal, and if necessary, by email. All parents have internet capacity (with parental ID) and the school checks via Portal whether sight of the policy has been made by parents. The school also provides regular orientation sessions for all parents on child protection (and related matters), and a report is collated at the end of each session and sent to all parents by email who were unable to attend. Staff are regularly trained in all aspects of child protection. The school's anti-bullying and cyber bullying policies are comprehensive and teachers report to parents any issues noted during online Teams lessons, which are followed up immediately and the outcomes shared with parents and staff. Such issues are minor transgressions and occur very rarely. All staff are checked by ADEK. Records on staff and students are kept very securely in the administration office, with access restricted to a few key staff. Parents have a dedicated evening time-slot where they can contact staff directly if they have any concerns about their child. The school has a comprehensive list of policies to ensure health, safety and security. These include No Smoking, Occupational Health, Fire and Safety, School Transport, Parental Involvement, Educational Visits and Risk Assessments. Comprehensive risk assessments were drawn up for COVID, including the identification of any staff issues. Records are kept and checks are undertaken on students' return to school. There is an isolation room to house any student who contracts COVID during the school day. First-aid</p>



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medical experts. *To monitor the safety of students the entire campus is under Camera Surveillances. *School is effectively providing safe and secure environment by assigning morning, Recess and Dispersal duties (house wise) to student council members and staff members.



boxes are positioned in key locations. The evacuation policy is backed up by clear maps of exit routes and corridor routes, which are well known to staff and students through notices and signage. Regular fire drills are held and reports are compiled. The last fire drill was held last term and the whole school evacuation to the eight separate areas was conducted in less than three minutes with eight separate teachers in charge of each sector evacuation. Fire Safety Training is regularly provided by Civil Defense and certificates are awarded to attendees. Fire extinguishers are placed strategically and are regularly checked. The alarm system and the CCTV system with 360 degree vision are constantly monitored by security staff and others, including the principal. In addition, there are risk assessments held by the Special Educational Needs Coordinator (SENCO) for individual students who have mobility issues. Risk assessments are held for a comprehensive range of areas, including the science labs, the library, electrical services and sports areas. Supervision routines for safeguarding students are comprehensive on the site, including directions for walking on the correct side of the corridor while observing social distancing. Very well defined procedures are shared with staff, students and parents for the use of, and the onsite location of, the school busses. The modern fleet of busses is fully equipped with safety features such as CCTV, and an on-board conductor. There is also a bus transport procedure that requires ID identification of students, which directly informs parents about their children boarding the bus. Parents who bring their children to school in their own transport are issued with face ID badges. In the event of a replacement coming to collect the student, that person has to carry the parental ID, which will be verified by staff through email or phone-call to the parent. In the event of a late arrival, the student will be held in school by security staff. Staff have well-defined responsibilities for escorting children to and from the



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busses. Access to the school site is rigorously controlled. Visitors sign in at the gate, Al Hosh status and temperature checks are taken, and photo-imaging is also taken in the vestibule. There are special bins and a collection point in place for medical waste and a record of the company undertaking this service is securely held. The school site is maintained to a very high standard. Contractual arrangements are supported by detailed record-keeping and follow-up procedures. Regular inspection reports are received about the condition of the school's facilities and equipment, such as the elevators. The water tank is regularly cleaned and maintained. The school site is large and spacious. Accommodation is clearly laid out. All classrooms are on the 5G network and this is used extensively in nearly all classes to stream Teams lessons. There are three excellent facilities in the form of the auditorium, the swimming-pool and the sports' field. The first two facilities are currently closed due to Covid, together with other dedicated facilities for ICT and science and the two libraries. The playgrounds have some shaded areas, but breaks are short and most students spend these times indoors or in the auditorium (when open). There are ramps for disabled students and adapted toilets on every floor in each block. However, there is no ramp at the front entrance for visitors. There are two clinics for male and female students, fully equipped to meet their needs. There are two nurses, one for males and one for females and their records are securely stored in locked cabinets. First-aid training is provided for staff and students by the nurse. Procedures for dealing with minor accidents and illnesses in classrooms are clear and teachers have files on any medical issues students in their class may have. She gives health talks on the importance of regular exercise to students regularly and conducts regular BMI testing at least twice each year for students in all grades and devises programs for them, as required, for weight reduction. The school promotes healthy lifestyles in several ways including an



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PS5: Protection, care, guidance and support of students

5.2 Care & support

Internal Evaluations	Elements	External Evaluations
<p>Evidence sources: Child protection policy, Anti-Bullying Policy, Health and Safety Policy, School Discipline Policy, School code of Conduct and Attendance Policy, No Smoking Policy, OSH Policy, Fire and Safety Policy, School Transport Policy, Student of Determination Policy, Parental Involvement and Punctuality Policy, School Picnic/Excursion Policy, Teachers and Students' Council members Break Duty list (house-wise) and Morning time duty, Dispersal duty list, Proposed early morning sports activities, Reports on the well-being of students and staff during distance learning, Health care and School Clinic Fire safety and evacuation Plans/drill (Report), School Transport and Own Transport, School Cleaning, Safety measures in Science Labs, Modes of Parents Communications, School Security and Processes/records related to Safety checks including building, Equipment and facility maintenance, incident reporting and follow-ups, Records confirming appropriate rigorous checks are made on all staff, Previous inspection report. * Evacuation plans are displayed at the key locations and regular Fire Safety/Evacuation drills were conducted to educate and create awareness among students and staff members in emergency situations. *Fire alarms, fire Extinguishers and exit plans are installed with instructions at key locations. *For better and safe transport facility our Buses are installed with CCTV & Digital tracker system (SALAMA) which is communicated with the parents through BRS mobile app. *Regular Safety checks are conducted by transport and safety in charge with the support of the staff. *Regarding Student welfare, Students are honoured by awarding them proficiency and scholar badges for their exceptional performance. (SUSPENDED DURING COVID-19 PANDEMIC) *School offered a wide</p>	<p>5.2.1 Staff and student relationships and behaviour management</p> <p>5.2.2 Promotion and management of attendance and punctuality</p> <p>5.2.3 Identification of students with special needs, gifted, talented</p> <p>5.2.4 Support for students with SEN and the gifted and talented</p> <p>5.2.5 Guidance and support for all students</p>	<p>The school manages students' behavior exceptionally well, and this promotes students' strong sense of security in school and their keen enjoyment of learning. The behavior management policy is shared on the school portal and follows ADEK guidelines. There is a behavior management staff committee with oversight of all relevant issues. Records are kept, but now that lessons are currently online for 85% of students, responsibility is now shared with parents. There is a clear forward and backward referral route in school which links the class teacher to the school counsellor and behavior management lead teacher. Parents are closely involved and strategies are implemented. If teachers note a lack of response in the online lessons, parents are immediately contacted. On the school site, students are supervised at every step of the way. They observe corridor one-way rules very well, observing social distancing guidelines in a highly self-disciplined manner. Their relationships with staff are very respectful and warm. Attendance and punctuality to school and lessons are promoted and managed very well. The school has cultivated very good relationships with parents and cooperation is close. There is an annual attendance and behavior celebration day with strong participation rates amongst staff, parents and students. School attendance over the last nine months is very high, at over 98% with very little variation between the different grades. There are some effective aspects in the ways the school identifies SOD and G&T students. Those students who come with a diagnosis of special educational needs are interviewed together with their parents and the Special Educational Needs Coordinator (SENCO). Initial decisions on provision are made in consultation with the student</p>



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variety of sporting options and aerobic/Yoga and swimming classes which promoted personal fitness. *Career counselling is being done in higher grades students. *Regular maintenance of buildings and equipment's is being done. *Detail record and profile of staff members are maintained. Staff members are bound to follow the Discipline Policy of School. Safety and Child Protection is the top priority of our School. Keeping this in mind our system and staff members are well equipped to maintain a safe and protected environment to our Students. Students feel safe and confident to report any concern happened in the school. The school regularly maintains the communication with Parents, staff members and Students regarding the policies and procedures. The Policies are regularly reviewed and updated. Record for the same are maintained regularly and properly.

counsellor and class teacher and IEPS are constructed based on the levels and needs of students. Annual goals and specific objectives are made. Those who arrive without a diagnosis are identified by parent referral/teacher at an early stage, then referred back for completion of a questionnaire to parent which is reviewed by class teacher. An interim support plan is implemented which informs initial remedial actions. If sufficient progress is made, students will join the mainstream with additional support provided. If not enough progress is made they are referred externally to doctor who reports back to the parent then onward to school where a formal IEP is implemented. Assessments are checked and various levels of support are accessed. Most of the 22 students have minor needs and follow the syllabus, with interventions as necessary in the intervention room by the specialist teacher. There is one student with a severe hearing impairment, which does not affect his academic progress and a minor classroom re-arrangement is made to accommodate him. However, given the school's size, the number of identified students with special educational needs at the school is low. The SEN policy is very comprehensive and meetings are held online with all parents to discuss progress with class teacher involvement. There is a comprehensive tracking system which is reviewed by key members of the staff team including the Principal. The SENCO knows the strengths and weaknesses and individual needs across the subjects of every student and works with the teachers to make any modifications to the personalized curriculum as required. This information is used robustly to advise on options. Following the last inspection, much work has been done on improving provision for G&T students. A guidance manual has been prepared listing actions to be undertaken at whole-school level and a register and tracking system have been implemented to monitor their progress. In common with their peers, the achievements of SOD and G &T students are uploaded

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PS6: Leadership and management

6.1 Effectiveness of leadership

Internal Evaluations	Elements	External Evaluations
<p>6.1 The effectiveness of leadership Evidence sources: Vision & Mission of the School -Displayed at the prominent places in the school premises, teachers' portfolio, on the portal, Student diary also presented during Parent orientations and open houses, Organizational Chart of the Leadership & Roles & responsibilities. Organizational chart of student council, Minutes of meetings taken by the Principal with senior leadership team, Minutes of meeting with Management, Teacher's link, Minutes of meeting with curriculum review team, Teacher's turn over, Analysis of Feedback forms during Open House, Minutes of meeting with Student Council, Student Survey, Parent Survey, Teacher Survey, Reports on on-going Professional Development of Teachers, Subject Improvement Plans of all Departments, SDP (2019-21). What the review or analysis of the evidence sources tells us - The vision and mission of school is at cynosure of all the policies and is well understood by one and all. The senior leadership team as well as middle level leaders are highly motivated. They communicate the local and national priorities well among all staff members. The senior leadership team including subject Coordinators are effectively involved under the guidance of Principal to evaluate all possible areas of improvement and have put in efforts to further the process of improvement in all the spheres of the institution. The Principal has strengthened the team of senior leaders and middle leaders in order to maintain very high standards of professional commitments; help institution excel further. The role and responsibilities of senior and middle level leaders have been spelled out well and these leaders are allocated different areas and responsibilities to ensure accountability of very high standards of learning and personal development of students. The SEN</p>	<p>6.1.1 Vision and Direction</p> <p>6.1.2 Educational Leadership</p> <p>6.1.3 Relationships and Communication</p> <p>6.1.4 Capacity to Innovate and Improve</p> <p>6.1.5 Impact on and accountability for school performance</p>	<p>All senior and middle leaders led by the principal are dedicated and professional. The school's vision is shared and adopted by all stakeholders via the school's digital platform. The senior leadership team (SLT) is highly committed to school improvement and UAE priorities of achieving high standards. The high TIMSS and PISA scores of the students attest to this. The SLT leads the school improvement together with the middle leaders and demonstrate thorough knowledge of the curriculum and how to achieve improvement. They have a thorough grasp of what effective teaching and learning looks like in the classroom. Responsibilities and roles of staff at all levels including senior and middle leaders are clear and support the school focus on improvement and achieving the school vision and UAE priorities. Middle leaders are aware of their responsibilities including their role in improving teaching and learning. All leaders understand that they are accountable for students' outcomes. The school admission policy is inclusive, and leaders and staff collectively are effective in ensuring that all students' needs are met. Relationships and communication are consistently effective in ensuring that all staff members are committed to the school's aims and priorities and that their impact on students' outcomes is positive. Morale is positive across the school, and everyone has a strong sense of purpose. All leaders and staff are incorporating school improvement targets into their daily practice, and they are being consistent in their implementation. Middle leaders create action plans for their departments, train teachers and monitor implementation. Leadership roles are delegated successfully to individuals and teams, and they are held accountable and demonstrate professionalism and effectiveness in</p>



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coordinator is effectively helping in planning, transaction of learning and catering the needs of concerned students . The team of middle level leaders are guiding all the departments to achieve very high standards of student attainment and holistic development of students. The school has shown significant improvement in planning and meeting the special education needs of learners. There are enough ways and means to support regular communication among all stake holders. The relationship among all is professional, effective and follows ethical principles in line with school policies. All the major tasks are assigned to ensure distributive leadership involving almost all the staff members. All the faculty members are involved in major decision making processes. All the members of senior leadership, middle level leaders, SEN-Coordinator, Student Counsellor, Students council members are regularly reviewing the day to day progress of various areas and shares their concerns to strengthen the process further. The institution has strengthened the process of involving views of all stake holders through various surveys & open house feedbacks. The senior leadership team members meet parents and students on regular basis to understand their views. They raise the concerned shared by parents in meetings and influence decision making process. The senior leadership has taken one step further and helped all subject coordinators to plan respective subject improvement plans to ensure high standards of learning among students.

their roles. Leaders demonstrate a clear and accurate understanding of what the school needs to improve, and they have directed the school's plans and resources toward these goals, such as developing teachers' skills in planning differentiated activities to meet the needs of individual students, particularly high achievers, and developing students' independent, innovation and enterprise skills. They have effectively addressed almost all of the previous report's recommendations. Overall, leaders have been very successful in improving many aspects of the school's performance. Leaders ensure that the school is compliant with all statutory and regulatory requirement. Overall, the school's leadership is effective in addressing areas for improvement and demonstrates a very good capacity to improve the school further.



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PS6: Leadership and management

6.2 Self evaluation & improvement

Internal Evaluations	Elements	External Evaluations
<p>SOP to measure student attainment and progress, Analyzed summary of PS 1, PS 2, and PS 5 Parent Survey, Teachers' Survey, Student Survey (conducted by the school), Analysis of Open House feedback, Lesson Observation report Summery, SIPs, IBT, PISA, TIMSS and PIRLS Results, Mentor-Mentee Report (Samples) , SDP Plan 2019-21, and School Improvement Plan (2021-22) What the review or analysis of the evidence sources tells us- The school has involved almost all the stake holders in self-evaluation process. It has a systematic and thorough process to ensure internal and external data to enhance school improvement planning. The senior leaders, middle level leaders and other senior staff members have rigorously evaluated evidence, actions, and reports to draw conclusions as to what extent school has shown improvement since last inspection. They have used these findings to identify key areas to further the process of improvement and development. Subject Improvement plans (SIPs) of all subjects indicate that inputs from data analysis is being effectively utilized in relation to student attainment. Middle level leaders, mentors and subject co-ordinators at all levels are assigned the responsibility and are accountable to monitor teaching and learning. Inclusion of SCF across all the grades has improvised and enhanced teaching/learning. This evidence-based practice has ensured the inculcation of 21st century skills such as Creativity and Innovation, Collaboration, Communication, Digital Competence, Problem solving, Critical thinking etc. The need of continuous professional development has been addressed appropriately by organizing professional development workshops by the institution to strengthen the skills of faculty members. The institution has</p>	<p>6.2.1 Processes for self evaluation</p> <p>6.2.2 Monitoring and evaluation of teaching and learning</p> <p>6.2.3 Processes and impact of improvement planning</p> <p>6.2.4 Improvement over time</p>	<p>The school's senior and middle leaders, and teachers contribute to the completion of the school's self-evaluation, taking into account the views of students as well as parents through the parents' council. They have gathered comprehensive information from a range of resources, including analyzed school data and external data, records of students' work, school documentation, and lesson observations. The evidence and justifications used in the school's self-evaluation form indicate that the leaders have a thorough understanding of the inspection framework. They have accurately evaluated most of the areas and identified key improvement priorities. The improvement priorities include increasing provisions for G&T students beyond the classrooms, improving the quality of self-assessment methods for students, promoting independent learning to create student awareness about their strengths and weaknesses; enabling teachers to design differentiated tasks, improving provisions of innovation and enterprising skills in lessons and providing more professional development opportunities to all the teachers to build their capacity further for designing more robust internal assessments. However, these priorities have yet to be updated in light of the progress the school has made since the last inspection. The school has a policy for lesson observations that includes effective procedures for monitoring the quality of teaching and learning and is focused on the outcomes of students. The policy requires that each teacher be observed at least four times by different middle and senior leaders to triangulate findings. Senior and middle leaders conduct regular formal and informal class visits in addition to peer observation. Their observations and findings indicate that they have a secure</p>



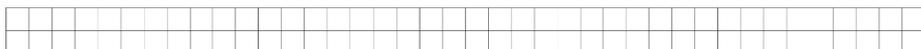
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followed a constructive approach towards improvement since its last inspection. Some important initiatives taken by school leadership such as carrying out Surveys, strengthening of senior, middle level leaders' team and inspection framework standards led by school team has shown substantial capacity to improve and act upon its improvement and development needs further. Key improvement areas identified in last inspection report and the recommendations made, have been taken care of appropriately. The Principal, senior leadership team and other team members have acted upon SDP to ensure improvement in key areas such as rigorous analysis for self-evaluation and improvement planning, catering needs of SEN learners, consistency in quality of teaching, opportunities for students to develop collaborative and critical thinking skills etc. The institution has effectively developed a very effective TED Ed club before/after school programme to coach budding talents in the field of leadership, reading and connect to outer world and in performing arts to provide a strong platform to enrich the gifted and talented students. The remedial classes/personal contact classes are being organized for grade 1 and 12 students to meet the needs of progressing students and low achievers.

understanding of best practices in teaching and learning. Teachers who need improvement are identified and assigned a mentor to support their improvement. However, the impact of the leaders' efforts on ensuring consistent and very effective teaching in all subjects and phases, particularly in Arabic in the Middle and High phases and in all core subjects in the KG phase, has yet to be achieved. The school's improvement plan is comprehensive, based on the last inspection report's recommendations and includes SMART targets. Subject coordinators develop detailed action plans to improve their subjects and senior leaders keep track on their progress. This has yet to ensure success in all areas, particularly in the KG phase. The school has addressed almost all of the recommendations in the previous inspection report and shown sustained improvement over time in most key areas.

Next steps for leaders:

1. Update the school's improvement priorities, taking into consideration the improvement the school has made since the last inspection.
2. Ensure that monitoring teaching and learning has a consistent impact on the quality of teaching and students' outcomes, particularly in Arabic in the Middle and High phases and all core subjects in the KG phase.
3. Ensure that the school sustains improvement over time in all areas by continuously monitoring of progress and adapting of action plans.





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PS6: Leadership and management

6.3 Partnerships with parents

Internal Evaluations	Elements	External Evaluations
<p>Evidence sources: Presentations on Parent Orientations in the beginning of the academic session, Reports on Parental Engagement Programme, Parent Survey, Open House Feedback, , School Portal Communication to Parents (Samples of Circulars), BRS Face Book & Instagram page, Samples of Complaints and Suggestions made by parents and redress of these, Samples of Emails highlighting communication. Reports on Community Participation, Student Diary (A single document Containing year-round activities and all policies) Report on visit to National Exhibition Centre (2019), and Report on talk by guest speakers. What the review or analysis of the evidence sources tells us : The school maintains very positive relationships with parents, who are extremely supportive to the school and its vision and mission. A range of strategies are used effectively to involve parents and to keep them well informed about their ward's achievement and progress, as well as providing general information. These include Parent Orientation Days, Open house, inviting parents to judge students activities, parental engagement days etc. All the activities are updated regularly on BRS Portal and Face-book Page as well. Parents are allotted with personal log in Ids and passwords which enables them to explore Learning Management System and Content Management system. Both LMS and CMS serve as one of the resources to cater the needs of all range of learners. Parents are regularly consulted about school developments, such as the introduction of new bus tracking system; BRS mobile app etc. Regular meetings are organized with parents of Grade X & XII in particular; to keep them informed about the progress of their wards and to include them in decision making process. The parents of SEN students have been approached to seek prerequisite consent and are</p>	<p>6.3.1 Parental involvement</p> <p>6.3.2 Communication</p> <p>6.3.3 Reporting to parents</p> <p>6.3.4 Community partnerships</p>	<p>The school normally hosts a parenting activity once a term, and attendance is usually high. Parents are always invited to school events such as National Day celebrations, and they are encouraged to be actively involved. For example, parents show a high level of involvement in the 'spectrum' event by helping their children put up stalls to sell food for charity. Parents volunteer to lead awareness sessions, particularly during online learning such as a webinar on mental health presented by a qualified doctor. The parents' council is active and acts as a bridge between the school and parents. Their views are respected and taken into consideration by the school's leadership. For example, when students returned to school following the online learning period, they suggested that vaccinated students be recognized with a badge to inspire others. They have also expressed their views about the school's new timing. Parents' recommendations prompted the school to take action. During online learning, parents ensure students are attending lessons on time and, in many cases, attend the lessons with them. Although the impact of parents' involvement on students' achievement is not measured, the school reports that it has a positive impact. However, students may benefit from a more consistent approach. The school leaders are in continuous consultation with the parents to share their vision and improvement initiatives as well as seek their feedback through surveys, the digital portal and the parents' council. The school communicates with parents through the school's digital platform and through meetings. Three formal meetings are scheduled at the end of each term to discuss students' academic progress and personal development. Other meetings are held as required. Moreover, every teacher has a time slot of two-</p>



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shared with all accommodations and adjustments initiated by the SEN coordinator with respect to individual learning needs through IEPs of their wards. The school has developed an effective mechanism to receive complaints of parents and their appropriate grievance redress. Three members of senior leadership team (Academic Supervisors) are entrusted with the responsibility to resolve all complaints/grievances of parents in line with school policies. The school web site and portal serve as effective sources of information to keep parents abreast with all happenings of the school. The school has developed a wide range of partnerships with local community to enhance students' learning, such as, volunteering by students with police, professional speakers and talks on healthy life style.

hours each day during which parents can speak with them about their children. The school's platform is accessible by all parents, and it includes the school's news and a circular, which are updated daily. Parents can see their children's grades and assignments on the platform. The digital platform has the contact information for senior and middle leaders, as well as the administrative staff if required. During this academic year, the school circulated a survey to parents asking for their feedback. The survey's questions cover a wide range of topics, including teaching and learning, students' academic achievement, leadership qualities, students with special educational needs, relationships, reporting, student personal development, health and safety, assessments, and extracurricular activities. Although the overall feedback is positive, the school analyzes parents' responses and develops an action plan to improve the areas where approval rates are lower. SENCO and teachers are in constant communication with SOD parents. They ensure that parents are aware of their children's IEPs and their progress toward achieving their targets. The school shares report cards with parents three times during the academic year. The reports include information about the students' academic progress as well as aspects of their personal development such as courteousness and initiative, confidence and self-control, regularity and punctuality, respect for others, attendance, sharing and caring. Reports also include teacher comments, which are usually favorable in nature, but they do not reflect the student's strengths, areas for improvement, or next steps in their learning. The school has effective contacts with the Civil Defense Department and the Red Crescent. The school is a member of the Emirates Environmental Group. Students form a club as part of the school's extra-curricular activities called Ted-ED in which they initiate international links such as 'Ted-ED talks' in which they contact students from other countries to exchange cultural



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information and experience. However, the school's links with the local and international community remain limited.

Next steps with parents and partners:

1. Increase the consistency of parents' involvement in school life to have an effective impact on students' standards.
2. Improve reporting on students' academic progress and personal development to ensure it includes additional details about the strengths, areas for improvement and next steps in their learning.
3. Make more links with the local and international community, including educational organizations that can have a positive impact on students' learning.





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PS6: Leadership and management

6.4 Governance

Internal Evaluations	Elements	External Evaluations
<p>Evidence sources: Parent Survey (conducted by school) , Open House feedback, suggestions from parents through E-mails, Minutes of meeting with Management. What the review or analysis of the evidence sources tells us (max. word count 500): The school follows an organizational model to govern itself systemically in a hierarchal model of governance. The Principal of school regularly holds review meetings with Chairman of school to keep him informed about the developments taking place in the school. The school also involves parents, students, teachers and other stake holders to influence the decision making process effectively. The minutes of review meetings with Chairman and Vice-Chairman indicate that they are actively involved in reviewing needs of resources for school, teacher turn over and other needs. They make themselves sufficiently involved in important strategic decisions. The Senior Management team take all steps forward to fulfil all statutory requirements. The managerial team has always participated in major events such as Investiture Ceremony, School Magazine Launch, Annual Day, Graduation ceremony etc. to boost the morale of Students, Parents, Teachers and Senior Leadership team. The senior management team constantly reviews parents' feedback, receives suggestions from all stake holders and guides Principal and Senior Leadership team to incorporate the same. All the strategic decisions are taken adhering vision and mission of the school to promote community development, UAE culture and Identity. The safety and Security of Students are given a top priority and efforts have been made to ensure the same by installation of Bus tracking system and BRS Mobile App. and Camera surveillance of the school campus.</p>	<p>6.4.1 Involvement of stakeholders</p> <p>6.4.2 Ensuring accountability</p> <p>6.4.3 Influence on the school</p>	<p>The school's board of governors is made up of the school's owner, the principal, administrative and financial staff, a teacher and a parent from the school parent council. They meet formally every term and as needed. In the formal meetings, they discuss school improvement priorities and actions as well as students' academic data, gaps in learning and how they can bridge these gaps. However, the owner's representative visits the school twice a week. During these visits, she discusses operational and academic progress as well as reviews and updates priority areas. She meets with the principal to discuss all aspects of the previous meeting's actions. Although her focus is mostly on operations, she observes face-to-face and online lessons and evaluates the level of students' engagement with the teacher, their level of attention and the clarity of the teacher's explanation. She also has informal conversations with the teachers to get their perspective on how things are going at school. She provides the principal with her feedback at the end of her visit. The governors and school conduct regular surveys to obtain feedback from parents and staff. The governing board assesses the results of the surveys and makes note of the areas that need improvement. The governor board demonstrates secure knowledge of the school and improvement priorities. Although the governor's board monitors the school's actions, their role in developing and implementing the school improvement plan is less clear. The senior leadership and middle leaders have clear roles and responsibilities, and they are held accountable for students' academic achievement and wellbeing. The governors ensure that the school is fully staffed and that it has most of the resources it requires. They consistently invest in hiring and retaining qualified staff.</p>

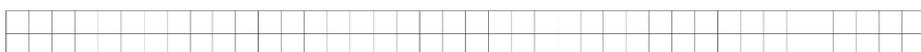


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Since the last inspection, they have provided the school with interactive panels in every classroom and a 5G network that covers the entire school. During the Sharjah book fair, they purchased additional books for the school's libraries. However, resources are insufficient to sustain improvement, particularly in the KG phase. The board of governors discusses statutory requirements in their meetings and ensures that all are met. Although governors have an overall positive impact on the overall performance of the school, they do not yet assess the impact of their actions on students' performance.

Next steps for governors:

1. Take a more visible and active role in developing and implementing the school improvement plan, and act as a constructive critic for the school to ensure all targets are achieved. 2. Provide the school with all the resources needed for effective teaching and learning and to sustain improvement, particularly in the KG phase. 3. Monitor the implementation and impact of their own actions to ensure that they have a positive influence on students' performance.





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PS6: Leadership and management

6.5 Management

Internal Evaluations	Elements	External Evaluations
<p>Evidence sources: Roles and Responsibilities of senior leadership team, Detailed duty list of In-charges for the session 2021-22, House wise list of teachers, A complete list of all staff members, Work load allocation schedule, Bell Timings, Theme based Information Boards, , Comments by parents on school functioning (A few relevant Samples), A complete list of faculty members including their qualifications and experience, a list of all the support staff including assistant teachers. Reports of Professional Development workshops, A list of Annual maintenance contracts, A List of Resources, Display Corners in classrooms in primary and secondary sections, My concerns Boxes and Interactive display boards in corridors promote stimulating Environment, School annual Magazine, Student's Dairy What the review or analysis of the evidence sources tells us: The job profile of senior leadership team is well defined and understood by all; which also act as a guiding tool. The school is well organized and all aspects of the day to day management of the life at the school have positive impact on the students' overall achievements. To ensure the smooth running of all the day to day routines effectively, mixed methods are used to collect quantitative data from teachers through `teacher survey' and qualitative data from the subject coordinators by the senior leadership team. There are sufficient well-qualified and experienced teachers, including teacher assistants who are appropriately deployed to optimize students' achievements and the learning objectives and outcomes targeted in the curriculum. SEN Coordinator shoulders the responsibility of planning for SEN learners using inclusion method in the regular classroom teaching. The detailed Duty list of In-Charges</p>	<p>6.5.1 Management</p> <p>6.5.2 Staffing</p> <p>6.5.3 Facilities</p> <p>6.5.4 Resources</p>	<p>Almost all aspects of the school's day-to-day management are effective in providing a calm, safe and conducive learning environment. The school's procedures and routines are well-organized and understood by both staff and students. The school's teaching staff are well-qualified, and absent teachers are promptly replaced by qualified substitutes to ensure that students' learning is not disrupted. The school provides regular external and internal professional development that is consistent with the school's improvement priorities. The school's senior leadership ensures that all teachers have access to the CBSE board's training sessions, which allows them to choose the training area that best meets their needs. Professional development also includes peer observation and mentoring. The school has 4 to 6 well-qualified subject coordinators for each core subject who are spread across grades and phases, but there is no one to oversee the subject throughout the grades. Subject coordinators are committed and effective at ensuring that teaching and learning is consistent throughout all grades under their supervision, yet they are also teachers with significant teaching time which may have an impact on long-term sustainability of quality. The school's facilities are well designed and provide access to all students, including SOD and those with mobility needs. The school's facilities include a swimming pool, a gymnasium, a canteen, two spacious libraries, an auditorium, a music room, and science laboratories, as well as 3 computer rooms. Students normally make good use of the facilities. However, due to the COVID-19 pandemic and the hybrid learning style, present use is limited. The school has two soccer fields, both of which are covered in green turf and provide a comfortable environment for</p>



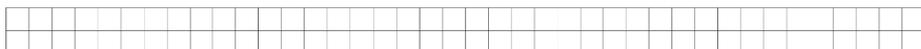
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reflects the even distribution of work allocation and responsibilities. The House wise grouping of teacher promotes the co-curricular activities taken up in the school supporting enhanced curriculum delivery. Regular and comprehensive Profession development Workshops are conducted for the teachers to update and enhance 21st century skills which further helps in imparting quality work in the classrooms. For the balanced weekly curricular and co-curricular activities, three different 'Bell Timing' are planned. The school premises and specialist facilities provides highly conducive environment for teaching and learning. The spacious classrooms with the teacher - student ratio of 1:30, up-to-date ICT resources, Science Labs., school library etc. play crucial role in effective teaching/learning. 'My Concern Box' promote stimulating environment. Commemorating the Reading Mission of UAE, innovative programmes like BRS Radio in English and Arabic for developing speaking and listening skills. Paintings of UAE's flora & fauna, monuments and Murals of Sheikh Zayed on the interior walls of corridors to promote the rich culture and heritage of Emirates. Almost 27 Annual maintenance contracts ensure the safety for all. To spread awareness about health & hygiene among the Adolescent learners a 'Talk Show' by a parent Doctor was organized. The display boards inside the classrooms as well as in the corridors are resourceful for instilling the core values and inculcation of competence. A wide range of high quality resources like Content Management System (to support multisensory teaching/learning), Learning Management System (LMS) etc. contribute to the well-tailored curriculum of BRS. This ensures high accountability for the Principal and school that contributes towards improving quality in all aspects of the school's performance.

students to engage in sports during the nice weather. During the summer, the school auditorium serves as a multi-purpose room for assemblies and sports. All students, including SOD and those with mobility challenges, have access to all floors of the school building. Teachers are effectively using a range of resources relevant to the curriculum requirements that have a positive impact on students' learning. Teachers have successfully used the recently added IWB to engage both face-to-face and online students in learning. However, this is less apparent in the KG phase, where space and resources are less effective in developing young children's creativity and exploration skills and learning through play.

Next steps for managers:

- 1- Ensure that one dedicated subject leader has a thorough understanding of each core subject throughout the school.
2. Ensure that all subject coordinators have sufficient time in their schedules to carry out their responsibilities in order to sustain and further improve their effectiveness.
3. Improve space and resources in the KG area to meet young children's needs and support active play-based learning.





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Next steps with ADEK:

The school has been asked to prepare and submit an action plan to ADEK within two months of receiving this inspection report. The action plan should address:

- recommendations from the ADEK inspection team;
- areas identified by school leaders as requiring improvement;
- other external reports that evaluate the outcomes of the school;
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

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

