

# Irtiqa'a School Inspection

AY 2024/25

Bright Riders School

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**Rating: Very Good**

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# School Information

General Information	
 <b>Name</b>	Bright Riders School
 <b>Esis Number</b>	9225
 <b>Location</b>	12, Al Sayfah St, Mohamed Bin Zayed City, Abu Dhabi, 20618
 <b>Website</b>	<a href="http://www.brightriders.ae">www.brightriders.ae</a>
 <b>Telephone</b>	026922000
 <b>Principal</b>	RISHIKESH PADEGAONKAR SHARAD RAMCHANDRA
 <b>Inspection Dates</b>	20 to 23 Jan 2025
 <b>Curriculum</b>	CBSE

## Information On Students

<b>Cycles</b>	Cycle 1 - Cycle 2 - Cycle 3 - KG
<b>Number of students on roll</b>	3921
<b>Number of Emirati students</b>	0
<b>Number of students of determination</b>	37
<b>Largest nationality group of students</b>	India - Pakistan - Nepal

## Information On Teachers

<b>Number of teachers</b>	204
<b>Nationalities</b>	India - Sudan - Egypt
<b>Number of teaching assistants</b>	16

## Changes since the previous inspection

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Since the last inspection, the school's overall performance judgment has remained Very Good, reflecting consistent standards across most areas.

Overall, students' achievement in Arabic-medium subjects remained unchanged, with all phases maintaining their performance levels and no regression observed. Arabic as a Second Language remains Good in Phases 1, 3, and 4, while it continues to be Very Good in Phase 2. Similarly, Islamic Education and UAE Social Studies have consistently maintained a Very Good rating across all phases, indicating that a large majority of students perform above curriculum expectations and make better-than-expected progress in lessons and assessments.

Similarly, overall, students' achievement in English-medium subjects remained unchanged across most phases, with most maintaining their performance levels, some showing improvement, and no regression observed. English, mathematics, and science achievement remains Good across Phase 1. In English and science, achievement remains Very Good in Phases 2 and 3 and improves from Very Good to Outstanding in Phase 4. In mathematics, achievement remains Very Good in Phases 2 and 4 and improves from Very Good to Outstanding in Phase 3. Students' attainment results in the most recent PISA (2022) and TIMSS (2023) international assessments are above international averages. Students demonstrate strong engagement and responsibility for their learning and consistently produce high quality work.

As a result of a sustained students' progress, learning skills remained at Good in Phase 1 while it remained at Very Good in Phases 2, 3 and 4. Across the school, students demonstrate a positive attitude towards learning, with a large majority in Phases 2, 3, and 4 taking increasing responsibility for their learning, collaborating effectively, and

applying knowledge across subjects, while in Phase 1, students engage in hands-on activities, develop emerging skills in reflection and collaboration, and show growing independence in learning.

Students' personal and social development and innovation skills were not previously reported but are now included in this inspection. Students' understanding of Islamic values and Emirati and world cultures is good, demonstrating a strong awareness of their own identity, with ongoing efforts to deepen their appreciation to global cultures through the curriculum. Students' personal development, social responsibility and innovation skills are now evaluated as very good, reflecting students' very positive attitudes, responsible behavior and empathetic relationships.

The quality of teaching has been sustained as good in Phase 1 and very good in Phases 2, 3 and 4. Most teachers effectively apply their very strong subject knowledge, and show a deep understanding of how students learn, particularly in the upper phases. However, in Phase 1, teachers are enhancing their approach to cultivate students' curiosity and foundational inquiry skills, fostering a natural inclination for exploration, questioning and discovery about the world around them. The effectiveness of assessment remains very good in Phases 2, 3 and 4 and has improved from good to very good in Phase 1. This improvement is attributed to the successful implementation of a new holistic assessment model based on continuous observations against defined competency standards. Teachers know their students well, and a range of targeted interventions support student progress and success in external examinations.

Curriculum design, implementation and adaptation were not previously inspected. Curriculum design is now evaluated as very good, while curriculum adaptation is rated as good, reflecting effective modifications to meet students' needs and clear alignment with national priorities. The curriculum provides effectively planned continuity and progression, though it requires further modifications and accommodations to successfully cater to the needs of all groups of learners. The school integrates UAE heritage and values through most aspects of the curriculum, though enterprise and innovation opportunities could be further embedded.

The health and safety of students remains outstanding because the checks to ensure a high level of safety, security, and arrangements for child protection remain rigorous and highly effective. The school's promotion of safe and healthy living is successful and clearly influences all aspects of school life. The care and support of students has remained good. The systems of support continue to be effective, although the school is working on strengthening the promotion and management of attendance. The inclusion provision has identified less than 1% of the school's population as students with additional learning needs (ALN), including students of determination and those with gifts and/or talents (G/T). The school provides effective support for identified students, though strengthening the accuracy, rigor and timeliness of identification processes will further enhance most students' academic and personal progress.

Leadership remains Very Good across four out of five indicators, with the effectiveness of leadership improving from Very Good and now rated as Outstanding. This is attributed to the principal's clear strategic vision, and the effective use of innovative approaches to address barriers to learning, and enhanced middle leadership capacity. The school maintains stability, minimal staff turnover, and highly positive staff morale. A leadership restructuring has strengthened distributive leadership, though staffing shortages in the inclusion team continue to limit the identification and support for students with ALN and G/T. Self-evaluation (SEF) and improvement planning remain Very Good, with middle leaders actively monitoring teaching quality. However, lesson observations and feedback require a stronger focus on student outcomes and experiences, particularly in meeting the needs of different student groups. Parental partnerships remain Very Good, with parents involved in decision-making. School management, staffing, and resources remain Very Good. Middle leader capacity, including the Head of Inclusion, needs strengthening to improve teaching quality. Governance remains Very Good, with a structured board ensuring transparency and accountability. School management, staffing, and resources also remain Very Good.

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

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The school actively benchmarks students' attainment against international standards by participating in global assessments. In TIMSS 2023, Grade 4 and Grade 8 students participated in mathematics and science assessments, achieving results that exceeded international benchmarks.

To support student readiness for these assessments, the school has implemented structured preparation strategies, including daily practice questions, mock tests and targeted workshops for teachers. Performance tasks aligned with assessment frameworks were introduced to enhance critical thinking and problem-solving skills. Additionally, parent awareness sessions and school orientation programs have been conducted to reinforce the importance of these assessments in tracking student progress and setting future learning goals.

## **Performance in standardized and international assessments**

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

### **Standardized Assessments**

- In AY2023/24, students from Grades 3 to 9 sat for the Australian Council for Educational Research International Benchmark Test (ACER IBT) for English. The results indicate that less than three-quarters of students attained in line with expectations. In terms of progress, results vary across grades, with only a majority in Grade 7 and most students in Grade 4 making the expected progress, while the majority in Grades 6, 8, and 9 make better-than-expected progress. In Grade 5, a large majority of students demonstrate better-than-expected progress.
- In AY2023/24, students from Grades 3 to 9 sat for the Australian Council for Educational Research International Benchmark Test (ACER IBT) for mathematics. The results indicate that less than three-quarters of students in Phases 2 and 3 attained in line with expectations, while the large majority of Grade 9 students in Phase 4 attained above. In terms of progress, only a majority in Grades 4 and 6 make the expected progress, while the large majority in Grades 5, 8, and 9, as well as the majority in Grade 7, make better-than-expected progress.
- In AY2023/24, students from Grades 3 to 9 sat for the Australian Council for Educational Research International Benchmark Test (ACER IBT) for science. The results indicate that less than three-quarters of students in Phases 2 and 3 attained in line with expectations, while the majority of Grade 9 students in Phase 4 attained above. Progress results vary, with the majority in Grades 5 and 6 and the large majority in Grades 7 and 9 making better-than-expected progress, while only a majority in Grades 4 and 6 make the expected progress.

### **International Assessments: TIMSS, PISA, PIRLS**

15-year-old students participated in the PISA 2022 international assessment, measuring their proficiency in scientific literacy, reading literacy, and mathematical literacy.

In scientific literacy, students achieved a score of 528.6, meeting the school's target of 500.1 and placing them above the PISA international average of 485. This performance reflects a strong understanding of scientific concepts and aligns with Proficiency Level 3 and above. In reading literacy, students scored 524.6, successfully meeting the school's target of 500 and exceeding the PISA international average of 485. Their results indicate well-developed comprehension skills, with students demonstrating the ability to interpret, evaluate, and reflect on complex texts, positioning them within Proficiency Level 3 and above. In mathematical literacy, students attained a score of 520.2, which, although falling short of the school's target of 536.2, still exceeds the PISA international average of 472. This score reflects a solid grasp of mathematical concepts, with students able to solve problems in familiar contexts and apply reasoning skills, placing them within Proficiency Level 3.

In the TIMSS 2023 assessment, students in Grade 4 mathematics achieved a score of 554.23, successfully meeting their target of 534.33 and positioning them within the high international benchmark. Similarly, in Grade 4 science, students attained a score of 560.41, meeting their target of 550.72 and placing them within the high international benchmark, demonstrating a well-developed understanding of scientific principles. In Grade 8 mathematics, students scored 572.14, exceeding their target of 554.34 and securing a place in the high international benchmark. In Grade 8 science, students achieved a score of 605, surpassing their set target of 589.24 and placing them within the advanced international benchmark, reflecting a deep understanding of scientific concepts.

These results indicate strong overall student performance, with notable strengths in science and mathematics across Grade 4 and Grade 8, as well as high levels of proficiency in PISA reading and scientific literacy.

## Reading

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The school provides well-equipped library spaces to support reading development across all phases. It has three libraries: one for Phases 1 and 2 and two for Phases 3 and 4. Students in KG access books through classroom libraries with dedicated reading areas designed to foster a love for reading. The libraries contain 15,400 English books, 917 Arabic books, and 900 books in other languages, including Hindi. A recent acquisition of 600 Little Thinker books enhances early reading skills. Reference materials include encyclopedias, atlases, magazines, and books on psychology, self-help, and mental health. Teachers have access to research materials, teacher guides, and audio-visual resources.

Students in Grades 1 to 8 use digital reading resources in Arabic (iStart) and English (Raz-Plus), along with a school-wide digital library for Grades 1–12. These resources support reading comprehension and curriculum integration. Library visits occur weekly for Grades 1 to 8 and biweekly for Grades 9 to 12. Sessions develop library skills such as locating genres, evaluating reading materials, and accessing digital books. Younger students engage with picture books. Reading is integrated across subjects through library-based tasks, research assignments, and book reviews. Science coordinators design performance tasks aligned with literacy frameworks to develop critical thinking.

The school promotes reading through structured initiatives aligned with national priorities. It participates in National Reading Month and organizes activities such as bookmark and book cover-making competitions, reading challenges, and the annual Arabic Reading Week. A school-wide readers' choice award encourages students to write and display book reviews. The literacy development plan is reviewed termly, and reading provision is a key component of the School Development Plan.

The school invests in professional development to enhance reading instruction. Kindergarten teachers use Jolly Phonics to teach early literacy, while students from Grade 1 onward use Raz-Plus both at home and in school. Although kindergarten teachers and teaching assistants receive training on the importance of reading, there are opportunities to further strengthen their pedagogical knowledge of early reading instruction.

Library spaces include comfortable seating and tables but are not distinctly tailored to each phase. Computers for research are housed in a separate classroom. In Kindergarten, reading areas feature themed visual displays, cushions, and rugs to create a calm and engaging atmosphere.

The school closely tracks and assesses students' reading progress in Arabic. Custom reading resources support

comprehension, and teachers conduct guided read-aloud sessions while assessing reading proficiency. iStart, the school's Arabic digital platform, tracks individual progress and supports reading fluency. Students learning Arabic participate in an interschool reading competition, maintain reading logs, write book reviews, and produce journals displayed in the library.

The school actively involves parents in fostering a reading culture. Reading-based activities and articles are shared through the school newsletter, particularly in KG. Further efforts are needed to enhance parental awareness of the importance of reading and its impact on student success.

## Strengths of the school

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- The school exceeded its targets in mathematical, reading, and science literacy in PISA international averages, as well as in TIMSS Grade 4 and Grade 8 mathematics and science.
- Students' achievement has improved to outstanding in English and science in Phase 4 and in mathematics in Phase 3.
- Students demonstrate a very positive work ethic. They are innovative and creative and successfully initiate and manage projects.
- Most teachers effectively apply their knowledge of their subjects and how students learn them in phases 2, 3 and 4.
- Across the school, internal assessment processes are coherent and consistent. They are linked well to the school's curriculum standards to provide valid, reliable and comprehensive measures of students' academic, personal and social development.
- The curriculum has a clear rationale aligned with the school vision and the Emirate national priorities.
- The school implements rigorous safeguarding procedures, including child protection measures, ensuring highly effective systems to protect the school community.
- Leaders at all levels are inspired by the principal's exceptionally clear strategic direction and ambitious vision, which is shared by the whole school community.
- Governance includes representation from almost all stakeholders, with expertise in academics, culture, heritage, industry, and finance, is very influential in shaping the school's further development.

## Key Recommendations

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### 1. Raise students' achievement, teaching and assessment to become an outstanding level, by:

- improving attainment and progress to at least a consistently very good level, particularly in English, math and science in Phase 1 and Arabic as a second language (AsL) in Phases 1, 3 and 4.
- enhancing teacher questioning techniques to promote higher-order thinking, debate, and problem-solving

skills, especially in AsL.

- enhancing reading provision and expanding access to challenging texts to develop vocabulary, confidence in reading aloud, analytical skills and synthesis of ideas, particularly in AsL and Islamic education.
- strengthening Islamic education, increasing recitation of the Holy Qur'an and Noble Hadeeth and ensuring students apply Tajweed rules across various school activities.
- deepening students' understanding of how Islamic values shape contemporary UAE society while expanding their appreciation of other world cultures.
- fostering independent inquiry and innovation in Phase 1 and research skills in the upper phases with opportunities to lead projects, design investigations and engage in real-world problem-solving.
- using data-driven analysis to identify skill gaps and implement personalized interventions, ensuring lesson and curriculum planning are responsive to student needs.
- encouraging student-led learning, embedding self- and peer-assessment strategies and ensuring teacher feedback includes next steps to enable students to set and track their own learning goals.
- utilizing CAT4 data effectively to develop strategies that enhance students' learning abilities, with ongoing monitoring to ensure impact.

## **2. Elevate the level of inclusivity in the school, by:**

- refining lesson planning to streamline learning objectives, success criteria and differentiation, particularly for students with additional learning needs (ALN), including students of determination, low and high achievers, and those with gifts/talents (G/T).
- using a wider range of data sources (e.g., self- and peer assessment, work scrutiny) to adapt teaching strategies to meet the needs of all learners.
- eliminating learning gaps, ensuring the curriculum is mapped accurately, particularly in transitions between Phases 1 and 2.
- extending curriculum modifications for low-achievers, including ALN and high-achievers, including G/T through rigorous use of school assessment data.
- enhancing differentiation by modifying the content, process, and expected outcomes to align with individual student learning needs, including ALN and G/T.
- strengthening monitoring of learning to ensure observations focus on outcomes and experiences for different groups of students, with follow-up actions for continuous improvement.

## **3. Improve aspects of leadership to raise effectiveness to a consistently outstanding level, by:**

- further embedding distributive leadership by developing leadership capacity and capability, ensuring consistent teacher monitoring across subjects and phases.
- using data more rigorously by integrating robust internal and external assessment analysis into self-review and improvement planning for sustainable progress.
- establishing a structured annual review cycle that aligns self-evaluation with school improvement plans, ensuring synchronization with board priorities.
- optimizing the school's digital learning management system (LMS) to monitor student well-being and personal development, while enhancing assessment and attendance tracking for more targeted interventions.
- strengthening the inclusion team with specialist personnel to ensure accurate identification, targeted intervention and support for students at risk, including ALN and G/T.
- providing targeted training for teachers working with G/T and ALN, including students of determination to ensure inclusive teaching strategies are effectively tracked, monitored and implemented.
- developing teaching and inclusion assistants through ongoing training to enable them to take a proactive role in supporting students' social, emotional and academic growth.
- revising the professional development program to emphasize student-driven learning, effective differentiation, and best practices in utilizing diverse resources to support all learners, including G/T and ALN students.

## **4. Improve outcomes in PISA, TIMSS and PIRLS international assessments and aim to meet the set targets, by:**

- enhancing curriculum alignment with international assessment frameworks to further develop critical thinking, problem-solving, and analytical skills.
- further strengthening data-driven instruction by using assessment results to identify learning gaps and implement targeted interventions.

- expanding personalized learning support to ensure all students, including high achievers and those needing additional support, receive tailored instruction to improve performance.

# Overall School Performance: **Very Good**

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

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

	<b>KG</b>	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
Personal Development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good

**PS3: Teaching and Assessment**

	<b>KG</b>	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
Teaching for effective learning	Good	Very Good	Very Good	Very Good
Assessment	Very Good 	Very Good	Very Good	Very Good

**PS4: Curriculum**

	<b>KG</b>	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
Curriculum adaptation	Good	Good	Good	Good

**PS5: The protection, care, guidance and support of students**

	<b>KG</b>	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Good ↓	Good ↓	Good ↓	Good ↓

**PS6: Leadership and Management**

The effectiveness of leadership	Outstanding ↑
School self-evaluation and improvement planning	Very Good
Parents and the community	Very Good
Governance	Very Good
Management, staffing, facilities and resources	Very Good

# Inspection findings

## PS1: Students' achievements

### Islamic Education

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



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good

### Findings:

- The school's analysis of internal assessment data for the AY 2023/24, against the Ministry of Education (MoE) curriculum standards for Islamic education indicates that most students across all phases attain levels that are above curriculum standards.
- The school has no external national or international assessments for Islamic education in Phases 2 and 3. Results of the Grade 12 MoE examination at the end of the academic year 2023/24 indicate that most students attain levels that are above national standards.
- In lessons and in recent work, the large majority of students across Phases 1 to 4 demonstrate levels of knowledge, skills and understanding that are above curriculum standards in Islamic principles, values, the Holy Qur'an, and noble Hadeeth.
- Over the past three years, the school's internal data has shown a stable trend in student attainment across Phases 1 to 4, with most learners consistently performing above MoE curriculum standards. This positive pattern is mirrored in Grade 12 results, where most students have likewise attained above national benchmarks during the same period.
- The school's internal assessment data for the AY2023/24 indicates that the large majority of students in Phase 2 make better than expected progress, while most students in Phases 3 and 4 make the expected progress in relation to individual starting points and the curriculum standards.
- Based on lesson observations and scrutiny of students' work, the large majority of students across all phases make better than expected progress in relation to learning objectives that are aligned with curriculum standards and in their work.

- The school analyzes assessment data to track the progress of various student groups, including girls, boys, students with additional learning needs (ALN), those of determination, those identified with gifts and/or talents (G/T), and high- and low-achieving learners. Results indicate that all groups of students in Phase 1 make outstanding progress except of high achievers, who make Very Good progress, whereas students with additional learning needs including students of determination demonstrate Very Weak outcomes. Results further indicate that boys and girls make similarly Very Good progress in Phase 2 and meet expected standards in Phase 4, although boys slightly outperform girls in Phase 3, where girls achieve only Acceptable levels. Low achievers show the most pronounced gains throughout all phases, making Outstanding progress in Phases 2 and 3, while Phase 4 maintains steady improvement with Good progress. In contrast, high achievers show lower levels of progress, with Good progress in Phase 2, Acceptable progress in Phase 3, and Weak progress in Phase 4. Meanwhile, identified gifted and/or talented students—who are not formally recognized in Phase 2—demonstrate Good progress in Phase 3 and Outstanding progress in Phase 4, reflecting a clear upward progress. Students with additional learning needs, including those of determination, show stagnation in their data, with Weak progress across all three phases in Phases 2, 3 and 4. In lessons, students with ALN, including students of determination, make expected progress. Overall, while gender does not significantly impact progress except in Phase 3, there is notable variability in the progress of higher- and lower-achievers, indicating a need for targeted interventions to ensure all learners consistently fulfill their potential.

## **Next Steps:**

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1. Accelerate the progress of students with additional learning needs and high achievers, ensuring they achieve Good or better across all phases.
2. Emphasize proper Surah reading to strengthen Tajweed application and recitation skills, particularly in Phases 3 to 4.
3. Deepen students' Qur'anic and Hadeeth vocabulary to expand their comprehension and application of Islamic teachings, across all phases.

## Arabic as a second language

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a second language	Attainment	Good	Very Good	Good	Good
	Progress	Good	Very Good	Good	Good

### Findings:

- The school's analysis of internal assessment data for the AY 2023/24 against the Ministry of Education (MoE) curriculum standards for Arabic as a second language (AsL) indicates that most students across all phases attain levels above curriculum standards. This high level of attainment does not align with the level of knowledge and skills observed in lessons.
- The school has no external national or international assessments for AsL in Phases 1, 2, and 3. Results of the Grade 12 MoE examination at the end of the academic year 2023/24 indicate that the majority of students attain levels that are above the standards. Grade 10 Central Board of Secondary Education (CBSE) Arabic external assessment in AY2023/24 indicates that the large majority of students perform above the standards.
- In lessons and in their recent work, the majority of students in Phase 1, 3, and 4 and the large majority in Phase 2 demonstrate listening, understanding, and comprehension skills that are above curriculum standards.
- Over the past three years, attainment across Phases 1, 2, 3, and 4 indicates a stable pattern, with most students consistently performing above curriculum standards. However, Grade 12 MoE results exhibit a downward trend; while most students surpassed expectations at the Outstanding level in AY2021/22 and AY2022/23, outcomes have recently declined to good. In contrast, Grade 10 CBSE Arabic external assessment data shows an upward trajectory, progressing from Weak in AY2021/22 to Acceptable in AY2022/23 and improving further to Very Good in AY2023/24.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students across all phases make expected progress in relation to individual starting points and the curriculum standards.
- Based on lesson observations and scrutiny of students' work, the majority of students in Phases 1, 3 and 4 and the large majority in Phase 2 make better than expected progress in relation to learning objectives that are aligned with curriculum standards and in their work.
- The school analyzes assessment data to track the progress of various student groups, including girls, boys, students with additional learning needs (ALN), including those of determination, those identified with gifts and/or talents (G/T), and high- and low-achieving learners. Results indicate that boys and girls generally meet expected progress being at Acceptable in Phases 1, 2, and 3, while girls slightly outperform boys in Phase 4, where boys demonstrate Weak progress. Low achievers and gifted/talented students demonstrate the most significant overall gains, maintaining high performance despite some fluctuations. They achieve Outstanding progress in Phases 1 and 4 and Good progress in Phase 3. In Phase 2, their progress varies, with gifted and talented students making Outstanding progress, slightly surpassing low achievers, who achieve Very Good progress. Students with additional learning needs, including those of determination, show Weak progress in Phases 1 through 3, with a marginal improvement to Acceptable in Phase 4. Lesson observations confirm that students of determination and low achievers receive insufficient support to achieve expected progress, while high achievers lack the necessary challenge to reach their full potential. The progress of boys and girls in lessons remains broadly comparable.

## **Next Steps:**

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1. Strengthen daily speaking practice in Arabic to reinforce newly acquired vocabulary and build confidence, particularly in Phases 1 and 2.
2. Increase structured reading activities, leveraging contextual clues to enhance fluency and comprehension, particularly in Phases 3 and 4.
3. Reinforce writing proficiency, ensuring consistent application of familiar and memorized words and phrases, fostering accuracy and fluency, across all phases.

# UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

Subject		KG	Cycle 1	Cycle 2	Cycle 3
UAE Social Studies	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good

## Findings:

- The school's analysis of internal assessment data for the AY 2023/24 against the Ministry of Education (MoE) curriculum standards for UAE social studies indicates most students in all phases attain levels above curriculum standards.
- The school has no external national or international assessments for UAE social studies.
- In lessons and recent work, the large majority of students across all phases demonstrate levels of knowledge and understanding of citizenship, UAE heritage and culture, and the individual and society that are above curriculum standards.
- Over the past three years, the school's internal attainment data reflects stability, where most students across all phases have consistently attained above MoE curriculum standards.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in all phases make the expected progress from their starting points.
- Based on lesson observations and scrutiny of students' work, the large majority of students across all phases make better than expected progress in relation to learning objectives that are aligned with curriculum standards and in their work.
- The school analyzes assessment data to track the progress of various student groups, including girls, boys, students with additional learning needs (ALN), those of determination, those identified with gifts and/or talents (G/T), and high- and low-achieving learners. In Phase 1, boys and students with additional learning needs make good progress, low attainers and G&T students make outstanding progress, and girls and high attainers make acceptable progress. Results indicate that in Phases 2 and 3, both boys and girls generally meet expected standards. In Phase 4, girls surpass boys, with boys showing weak progress, while they make similar progress in meeting expectations in Phases 2 and 3. Low-achievers and G/T display the most significant gains overall—despite an anomaly of progress data of low-achievers in Phase 2—and maintain outstanding progress. In contrast, high-achievers exhibit a downward trajectory, declining from acceptable in Phases 2 and 3 to weak in Phase 4. Students with ALN, including those of determination, show variable progress rates across Phases 2 through 4, with outstanding in Phase 4, although acceptable in Phase 2 and

weak in Phase 3. In lessons, most student groups make similar progress across all phases. They connect learning to prior knowledge; however, greater differentiation would enhance their ability to apply skills in real-life contexts to foster deeper reflection.

## **Next Steps:**

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1. Implement targeted interventions for high-achieving students, particularly in Phase 4, to address their downward trajectory and maximize their potential.
2. Increase differentiation in lessons and assessments to help students connect their learning to real-life applications and deepen their reflective skills.

# English

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



Speaking



Listening



Reading



Writing

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

## Findings:

- The school's analysis of internal assessment data for the AY 2023/24 against the Indian National Curriculum Framework (NCF) standards for English indicates that most students in Phases 1, 2, 3 and 4 attain levels above curriculum standards. This high level of attainment does not align with the level of knowledge and skills observed in lessons.
- The school has no external national or international assessments for English in Phase 1. In the International Benchmark Test (IBT), developed by the Australian Council for Educational Research (ACER) and administered in the Fall of AY2023/24 for students in Phases 2, 3, and 4, less than three-quarters of students in Grades 3 to 9 attained levels aligned with international standards. Results from the AY2023/24 Central Board of Secondary Education (CBSE) external examination indicate that most Grade 10 and 12 students in Phase 4 achieve levels exceeding curriculum standards. Results for 15-year-old Grade 10 students in the most recent Programme for International Student Assessment (PISA) in 2022 indicate a reading score of 525. This score place them above the international average of 476 and exceeds the set benchmark of 500 demonstrating strong attainment beyond internal expectations.
- In lessons and in their recent work, a majority of students in Phase 1, and a large majority in Phases 2 and 3, demonstrate levels of knowledge, skills and understanding in communication, language, and literacy that are above curriculum standards.
- Over the past three years, the school's internal attainment data demonstrates stability in Phases 1, 2 and 3, with most students consistently performing above the Indian NCF standards. In Phase 4, however, attainment fluctuates rated as Outstanding in AY2021/22, declining to Very Good in AY2022/23, and then returning to Outstanding in AY2023/24. Trends, over two years, in the ACER IBT examination for English reveal stagnation in Phase 2, where less than three-quarters of students consistently attain levels below the Indian NCF in AY2022/23 and AY2023/24. In Phase 3, there is a downward trend; while the majority of students achieved Good attainment in AY2022/23, performance declined to Weak in AY2023/24. Similarly, in Phase 4, attainment regressed from Very Good in AY2022/23 to Weak in AY2023/24. Trends in CBSE English, over three years, indicate Outstanding attainment.
- The school's analysis of internal assessment data for AY2023/24 indicates a majority of students in Phase 1

make better than expected progress from their starting points, while most students in Phases 2, 3, and 4 make the expected progress.

- Based on lesson observations and scrutiny of students' work, the majority of students in Phases 1, the large majority in Phases 2 and 3 and most students in Phase 4 make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including girls, boys, students with additional learning needs (ALN), including those of determination, those identified with gifts and/or talents (G/T), and high- and low-achieving learners. Results indicates no significant disparities between boys and girls where they perform similarly Good in Phase 1 and generally most meet expected standards in Phases 2, 3 and 4. Notably, low-achieving and G/T record the most significant gains overall, achieving Outstanding progress in most phases, though low-achievers are rated Very Good in Phase 3. In contrast, high-achievers exhibit a downward trajectory, declining from Acceptable progress in Phases 1, 2 and 3 to Weak progress in Phase 4. Students with ALN, including students of determination, show variable progress—Good in Phase 2 but Weak in Phases 1, 3 and 4. In lessons, these internal assessment findings align with classroom observations and scrutiny of students' work, which indicate that students with ALN and high achievers do not progress as effectively as other groups.

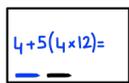
## **Next Steps:**

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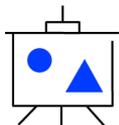
1. Strengthen phonemic awareness skills to support accurate word recognition identification in Phase 1.
2. Enhance extended writing skills to ensure coherent and expressive compositions, including for creativity, specific purposes, and audience, in Phases 2, ,3 and 4.
3. Strengthen analytical reading skills to extract essential conclusions from diverse texts in Phases 2 and 3.

# Mathematics

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



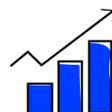
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Good	Very Good	Outstanding <span style="color: green;">↑</span>	Very Good
	Progress	Good	Very Good	Outstanding <span style="color: green;">↑</span>	Very Good

## Findings:

- The school's analysis of internal assessment data for the AY 2023/24 academic year, against the Indian National Curriculum Framework (NCF) standards for mathematics indicates that most students in Phases 1, 2 and 3, and the majority of students in Phase 4 attain levels above curriculum standards.
- The school has no external national or international assessments for mathematics in Phase 1. In the International Benchmark Test (IBT), developed by the Australian Council for Educational Research (ACER) and administered in the Fall of AY2023/24 for students in Phases 2 and 3, less than three-quarters of those in Grades 3 to 8 attained levels aligned with international standards. In Phase 4, the large majority of students in Grade 9 students attained levels above international standards. Results from the AY2023/24 Central Board of Secondary Education (CBSE) external examination indicate that most Grade 10 and 12 students in Phase 4 perform above curriculum standards, with Grade 10 attaining Outstanding levels and Grade 12 Good. Results for 15-year-old students in the most recent Programme for International Student Assessment (PISA) in 2022 reveal a mathematics score of 520—which is above the international average of 472—yet this score remains below the school's target of 536, underscoring the need for continued improvement to meet internal expectations. Results from the Trends in International Mathematics and Science Study (TIMSS) in 2023 for mathematics show Grade 4 students scoring 554.23—surpassing the school's target and the international midpoint of 500—while Grade 8 students scored 572.14, exceeding their target and also outperforming the international average.
- In lessons and their recent work, the majority of students in Phase 1, the large majority in Phases 2 and 4 and most students in Phase 3, demonstrate levels of mathematical knowledge, skills, and understanding that exceed India's NCF standards.
- Over the past three years, the school's internal attainment data demonstrates stability in Phases 1 and 2, with most students consistently performing above the Indian NCF standards. In Phases 3 and 4, attainment fluctuates. The internal attainment trend declined in Phase 3 from outstanding in AY2021/22 to very good in AY2022/23 and bounced back to outstanding again in AY2023/24. In Phase 4, rated as good in AY2021/22, improving to very good in AY2022/23, and then improving back to outstanding in AY2023/24. Trends in the ACER IBT examination, over the past two years, indicate consistent stagnation at a weak level in Phases 2 and 3. In Phase 4, trends indicate that attainment at very good was sustained at very good levels for AY2022/23 and AY2023/24. CBSE attainment for Grade 11 students demonstrated variability over three

academic years, with weak performance in AY2021/22, an improvement to good in AY2022/23, followed by a decline back to weak in AY2023/24. Trends in the overall CBSE external assessment results for Phase 4 indicate an upward trajectory, where it is good in AY2021/22 and improves to very good in AY2022/23 and AY2023/24.

- The school's analysis of internal assessment data for AY2023/24 indicates that most Phases 1, 2 and 3 make expected progress from their starting points, while the majority in Phase 4 achieve above-expected progress.
- Based on lesson observations and scrutiny of students' work, the majority of students in Phase 1, the large majority in Phases 2 and 4 and most students in Phase 3 make better than expected progress in relation to learning objectives aligned with curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including girls, boys, students with additional learning needs (ALN), those of determination, those identified with gifts and/or talents (G/T), and high- and low-achieving learners. Gender-based analysis indicates no significant disparities: girls and boys perform similarly strongly in Phase 4 and generally meet expected standards in Phases 1, 2 and 3. Notably, low-achieving and G/T record the most significant gains overall, achieving outstanding progress in most phases, though low-achievers are rated very good in Phase 3. In contrast, high-achievers exhibit a downward trajectory, declining from acceptable progress in Phases 1, 2 and 3 to weak progress in Phase 4. Students with ALN, including students of determination, show variable progress—very good in Phase 1, outstanding in Phase 2, but weak in Phases 3 and 4. In lessons, almost all groups of students make the same progress, except for some lessons where a few high-achievers do not make the progress they are capable of. This is due to the lack of personalized challenges to accelerate their progress.

## Next Steps:

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1. Increase hands-on mathematical investigations to strengthen conceptual understanding and real-world application, across all phases.
2. Enhance problem-solving skills to enable students to apply mathematical knowledge effectively in unfamiliar contexts in Phases 1, 2 and 4.
3. Deepen analytical reasoning through complex, multi-step challenges that develop higher-order thinking in Phases 3 and 4.

# Science

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



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Good	Very Good	Very Good	Outstanding ↑
	Progress	Good	Very Good	Very Good	Outstanding ↑

## Findings:

- The school's analysis of internal assessment data for the 2023/24 academic year, benchmarked against the Indian National Curriculum Framework (NCF) standards for science, indicates that most students in Phases 1 and 2—and a large majority in Phase 3—attain levels above the curriculum standards. In Phase 4, while the majority of students achieve above-standard attainment overall, less than three-quarters of students in physics and chemistry, and most students in biology, attain levels that are in line with the NCF standards.
- The school has no external national or international assessments for science in Phase 1. In the International Benchmark Test (IBT), developed by the Australian Council for Educational Research (ACER) and administered in the Fall of AY2023/24 for students in Phases 2 and 3, less than three-quarters of those in Grades 3 to 8 attained levels aligned with international standards. In Phase 4, the majority of students in Grade 9 students attained levels above international standards. Results from the AY2023/24 Central Board of Secondary Education (CBSE) external examination indicate that most Grade 10 attain above general science standards; the large majority of Grade 12 attain above physics, chemistry and biology standards. Results for 15-year-old in the most recent Programme for International Student Assessment (PISA) in 2022 reveal a science score of 529. This is above the international average of 485. The score also surpasses the school's target, reflecting performance above internal expectations. TIMSS 2023 results indicate strong scientific performance, with Grade 4 students scoring 560.41, surpassing the international target, and Grade 8 students achieving 605.71, exceeding the international target, demonstrating a high level of scientific proficiency across both grade levels.
- In lessons and their recent work, the majority of students in Phase 1 and the large majority in Phases 2, and 3, demonstrate levels of scientific knowledge, skills, and understanding that exceed India's NCF standards. In Phase 4, most students attain levels that are above curriculum standards.

- Over the past three years, the school's internal attainment data in science demonstrates stability in Phases 1 and 2, with most students consistently performing above the Indian NCF standards. In Phase 3, overall attainment declined from Outstanding in AY2021/22 to Very Good in AY2022/23 and AY2023/24, while in Phase 4, attainment dropped from Outstanding in AY2021/22 to Good in AY2022/23 and AY2023/24. In Phase 4 science specialty classes, performance in physics and chemistry declined from Very Good in AY2021/22 to Weak in both AY2022/23 and AY2023/24, and in biology, attainment fell from Outstanding to Acceptable over the same period. External ACER IBT assessments show stagnation at Weak in Phase 2 and a decline from Good to Weak in Phase 3 over the past two years. However, attainment in Phase 4 indicates a downward trend; despite a decline from Very Good in AY 2022/23 to Good in AY 2023/24, attainment remains above standards. CBSE results for Grade 11 show variability—Weak in AY2021/22, improving to Good in AY2022/23, then reverting to Weak in AY2023/24—while CBSE external assessments indicate that Grade 10 general sciences remain consistently Outstanding, and for Grade 12, physics improved from Weak in AY2021/22 to Very Good in AY2023/24, chemistry from Weak in the first two years to Very good in AY2023/24, and biology from Weak in AY2021/22 to Very Good in both AY2022/23 and AY2023/24.
- The school's analysis of internal assessment data for AY2023/24 indicates that most students in Phases 1 and 2 make expected progress from their starting points, while less than three-quarters of students in Phases 3 and 4 make expected progress. In Phase 4 science specialty classes, the large majority of students make better-than-expected progress in physics, chemistry and biology.
- Based on lesson observations and scrutiny of students' work, the majority of students in Phases 1, the large majority in Phases 2 and 3 make better than expected progress, while most students in Phase 4 make better than expected progress in relation to learning objectives aligned with curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including girls, boys, students with additional learning needs (ALN), those of determination, those identified with gifts and/or talents (G/T), and high- and low-achieving learners. Gender-based data analysis indicates no significant disparities: most girls and boys generally meet expected standards in Phases 1 and 2. However, both make Weak progress in Phase 3. In Phase 4, boys make Good progress, while girls continue to make Weak progress, except in physics, where they outperform boys. Low-achievers and G/T record the most significant gains overall, achieving Outstanding progress in Phases 1 and 2 and Very Good in Phases 3 and 4, although they make Weak progress in biology. In contrast, high-achievers show a declining trajectory over phases, with progress shifting from Acceptable in Phases 1 and 2 to Weak in Phases 3 and 4, including physics and chemistry, while maintaining Very Good progress in biology. Students with ALN, including students of determination, show variable progress—Acceptable in Phases 1 and 3, Weak in Phases 2 and 4. Students of determination are not identified in any of the specialty science classes in Phase 4. In lessons, almost all student groups make similarly strong progress, except in some classes, where a few high-achievers do not make the progress they are capable of. This is due to the lack of personalized challenges to accelerate their progress.

## Next Steps:

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1. Strengthen independent scientific enquiry to empower students to design and conduct investigations in Phase 1.
2. Cultivate robust understanding and critical analysis of scientific concepts in Phases 2 and 3.
3. Accelerate applied scientific reasoning to enhance the connection of theoretical concepts with real-world investigative practices in Phases 3 and 4.

# Learning Skills

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Students learning skills and the impact on academic achievements are evaluated across all phases. Points taken into consideration when evaluating expected learning skills in all phases are as follows:

- Engagement and the responsibility students take, for leading their own learning.
- Interactions and collaboration with others to achieve shared learning goals.
- Successfully connect learning to other subjects and real life as global citizens.

Subject	KG	Cycle 1	Cycle 2	Cycle 3
Learning Skills	Good	Very Good	Very Good	Very Good

## Findings:

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- Across the school, students have a positive attitude towards learning. In Phase 2, 3, and 4, students are keen learners and take increasing responsibility for their own learning. They are aware of their strengths and weaknesses and act purposefully to improve. Phase 1 students enjoy learning through hands on activities, they take steps to improve their learning outcomes by taking increasing responsibility for their learning. In lessons, students' ability to reflect, evaluate and set goals is emerging in the lower phases.
- In Phases 2, 3 and 4, a large majority of students interaction and collaboration in lessons and group projects, enable students to approach problems from different perspective. They communicate their learning effectively particularly in science and mathematics, to achieve learning targets. In Phase 1, students learn to work in groups and pairs in a range of learning situations to achieve common goals. Students comfortably work together and benefit from interactions, though students initiating collaboration is limited.
- Students in higher phases make meaningful connections between different areas of learning and give relevant examples from their own experiences in all core subjects. Students in Phase 1 can make clear connections between subjects and frequently convey their ideas by using real life examples, skills for applying learning to new context is emerging.
- In Phases 2, 3 and 4, students are innovative and enterprising in lessons where technology is incorporated. Students use learning technologies effectively to improve their research skills and develop critical thinking and problem-solving skills in core subjects and STEAM (Science, Technology, Engineering, Arts and Mathematics) projects. In Phase 1, students are enterprising and can find things out for themselves when given the opportunity.

## Next Steps:

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1. Enhance students' critical thinking, inquiry, and problem-solving skills to foster innovation and adaptability, intrinsically.
2. Ensure sustained independent learning and self-reflection skills to evaluate strengths, set goals and take ownership of their learning.
3. Accelerate purposeful application of inquiry and independent learning skills when selecting resources and approaches to tasks, particularly in Phase 1.

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

## Personal Development

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

### Findings:

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- Students across the school consistently display positive attitudes to learning. They display high capacity to take on any work assigned but sparingly take the lead to initiate learning tasks. While almost all students respond proactively to constructive feedback both from teachers and peers, only students in the higher phases seek feedback to improve their work. They are well committed to preparing themselves for the challenges ahead of them, they work conscientiously towards success in all aspects of their learning.
- Students frequently demonstrate self-discipline and interact respectfully and responsibly with others. Behavior across the school is exemplary, with students displaying a strong awareness of expectations and the consequences of their actions. They take ownership of their conduct, contributing to a harmonious and inclusive school environment. Regular participation in wellness programs, anti-bullying campaigns, student council initiatives, and parental engagement further reinforces their ability to self-regulate and act with integrity. The school's caring and supportive atmosphere nurtures a sense of responsibility, dependability, and mutual respect, ensuring that students develop positive social and emotional skills.
- Students report that they feel safe, valued and well supported in the school. In lessons and outside, students show genuine concern and are empathetic towards each other, including those with special educational needs. The ongoing parental involvement in the educational journey of their children through school events and Parent-Teacher meetings strengthens relationships. Thus, there is a trusting and inclusive relationship amongst students, teachers and families.
- Students have positive attitudes toward healthy eating and maintaining active lifestyles. They mostly follow the school's advice by selecting healthy choices for snack and meals. Regular participation in physical education classes, sports, farming activities, mob flashes, various Wellbeing sessions related to healthy diets, cyber security, etc ensure student wellbeing, foster emotional balance, and promote physical health. Detailed tracker of student participation in activities is not available.
- Punctuality is outstanding and almost all students are punctual in the morning and between lessons. The overall attendance is currently at 92% rated at Acceptable. As per attendance data available, there is not much variation across phases. Strategies such as attendance policies and consistent parent engagement are showing limited impact on attendance. However, further awareness is needed to meet higher standards across the school.

### Next Steps:

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1. Empower students to take greater ownership of their learning, fostering self-initiated tasks, goal setting and proactive feedback-seeking, across all phases.
2. Ensure wider and more frequent student participation in well-being initiatives and activities that promote safe and healthy lifestyles.
3. Increase students' awareness of the importance of regular school attendance.

# Understanding of Islamic values and awareness of Emirati and world cultures

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Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

## Findings:

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- Students across the school exhibit a clear understanding and appreciate Islamic values and their influence in shaping UAE society. Their respectful conduct and regard for the Holy Qur'an and Noble Hadeeth during daily assemblies reflect these values. This connection allows the students to integrate Islamic values and principles, while reinforcing the school's values as they actively celebrate various Islamic occasions, including Ramadan iftar gatherings, Eid Al Adha and the Prophet's (PBUH) birthday.
- Students are knowledgeable and appreciative of the UAE heritage and culture, demonstrating a deep respect for traditions, national values, and the country's leadership. Their understanding is reflected in their active engagement with national events and their ability to discuss the historical and contemporary contributions of the nation's founding fathers and current leaders. As they progress through the phases, students analyze the achievements of UAE leaders, recognizing their global influence and humanitarian contributions. This strong cultural awareness fosters a sense of national pride and responsibility, reinforcing their connection to the country's identity and development.
- Students demonstrate a clear understanding of their own culture and celebrate various Indian festivals celebrating various Indian traditions such as Indian Republic Day and Hindi Diwas. They learn about different cultures through special events such as the Annual Day, which highlights various countries, and by embracing global cultures through language learning, such as the French program for example. However, there is potential to further enhance students' knowledge and understanding of other cultures, including the similarities and differences between them.

## Next Steps:

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1. Cultivate cross-cultural competence to strengthen students' abilities to engage meaningfully with diverse communities.
2. Foster leadership inquiry to deepen students' understanding of the UAE's leadership and its impact on local and global achievements.

# Social responsibility and innovation skills

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

## Findings:

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- Students are responsible, proactive, and actively engaged in the school community, demonstrating a strong sense of ownership and commitment to their roles. They take part in student leadership, peer support, and community-building initiatives, such as the Student Council and school captain roles, fostering a culture of collaboration and inclusivity. Through various student-led activities and events, they organize, mentor, and engage their peers, promoting teamwork, social responsibility, and active participation. Their involvement in fundraising, volunteering, and outreach initiatives in the higher phases reflects a mature sense of empathy and civic duty, particularly in supporting vulnerable groups and students with special educational needs. Additionally, they participate in global exchanges, connecting with peers from different countries to broaden their perspectives and reinforce their awareness of civic and global responsibilities.
- Students have a very positive work ethic. They take pride in showcasing their work and talent in purposeful manners both in lessons and school events. They demonstrate high level of competence in various extra-curricular events such interschool cultural and sports competitions and bring numerous recognitions and laurels to the school. They design innovative models and creative pieces for display and exhibitions under teacher / parental guidance. Students can make sensible economic decisions.
- Students demonstrate a strong awareness of environmental sustainability, actively engaging in initiatives that promote ecological responsibility. Through school-based projects, clubs, and awareness campaigns, they develop an understanding of sustainable practices and resource conservation. Their participation in eco-friendly initiatives, such as organic farming, upcycling projects, and environmental expos, encourages them to take practical steps toward sustainability. They also organize awareness campaigns and interactive activities, advocating for waste reduction, recycling, and responsible consumption. While students show a clear understanding of the UAE's Sustainability Development Goals and their local impact, their ability to connect these concepts to global environmental challenges remains an area for further development. While some students take part in external conservation efforts and sustainability-focused collaborations, opportunities to deepen their engagement in broader environmental initiatives remain an area for further development.

## Next Steps:

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1. Extend students' awareness of key environmental issues.
2. Elevate student-led initiatives related to innovative solutions in overcoming real-life problems around them.
3. Strengthen the peer mentorship programs wherein older students mentor younger ones to improve their emotional resilience and well-being.

# PS3: Teaching and Assessment

## Teaching for effective learning

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Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Very Good	Very Good	Very Good

### Findings:

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- Teachers in Phases 3 and 4 effectively apply their subject knowledge and understanding of how students learn, ensuring that lessons are engaging and purposeful. They demonstrate a clear awareness of strategies that foster active learning, employing interactive approaches that encourage students to apply their knowledge. However, the development of critical thinking skills is less well established. Teachers understand what students need to learn and improve upon, adapting their instruction to support different learning needs. In the lower phases, teachers demonstrate secure subject knowledge and create a play-based environment that promotes hands-on learning. Through structured activities and guided discovery, they encourage students to develop foundational skills, providing a basis for future learning.
- Teachers in the higher phases design well-structured and engaging lessons with clear objectives and success criteria. Lessons are purpose-driven, with time and resources used effectively to foster successful learning experiences for all students. Examples of this include the use of lab materials in science, manipulatives in mathematics, and tablets for reading in both Arabic and English. While technology and resources are often employed effectively, there are instances where teachers do not fully use these tools to support independent learning or challenge high achievers. In the lower phases, teachers plan purposeful lessons and provide a variety of activities to help students develop a range of skills. They creatively use resources to enhance learning opportunities within the lessons. However, the use of teaching assistants (TAs) as a teaching resource remains an area for growth. Across all phases, teachers effectively manage time, starting lessons promptly and maintaining a brisk pace that supports student progress.
- Teachers demonstrate strong questioning skills that actively engage students and promote deeper learning. In Phases 3 and 4, teachers use well-crafted questions to encourage students to think critically, analyze concepts more thoroughly, and explore multiple perspectives. This approach not only stimulates reflection but also fosters meaningful class discussions that enhanced overall learning. The effectiveness of use of questioning strategies is variable in the lower phase, there is insufficient thinking time for students and extended teachers talk in lessons.
- Teachers in the higher phases have a good understanding of student's abilities and provide specific levels of support to address their diverse needs. Teachers maintain high expectations and balance instructional approaches to support the diverse learning styles and help meet the needs of most students. While differentiation strategies are present, their effectiveness varies among teachers and subjects in all phases. In Phase 1, teachers provide effective support and challenge for different groups of learners through streamed grouping though this is inconsistent across grades and subjects.
- The school demonstrates a strong commitment for the development of skills through use of learning technologies and STEAM labs. This initiative is effectively supporting higher-order thinking and problem-solving skills, especially within mathematics and science lessons in higher phases. Teachers support students' use of a variety of online platforms and applications that build problem solving skills and afford opportunities for students to reflect and improve their work they advance in grades. In phase 1 majority of teachers encourage students to find things out for themselves and be more independent, however this is inconsistent across subjects.

## **Next Steps:**

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1. Enhance teacher assistant and Inclusion Assistant training to empower proactive classroom support.
2. Optimize session plans and learning sequences to meet the needs of identified groups and personalize learning.
3. Empower teachers to consistently foster innovation and independent learning, ensuring effective integration of technology across subjects and grades.

# Assessment

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Very Good 	Very Good	Very Good	Very Good

## Findings:

- The school has coherent and consistent internal assessment processes across all phases, linked to the Central Board of Secondary Education (CBSE) curriculum standards for English-medium subjects as well as the Ministry of Education's (MoE) curriculum for Arabic-medium subjects. Internal assessment provides reliable and valid information on students' academic progress. Since the previous inspection report (PIR) the KG has introduced a new comprehensively holistic assessment system that provides three levels of judgments (emergent, competent and secure) based on student observations of academic progress, as well as personal and social development. While teachers monitor the personal and social development of students, and these aspects are reported to parents, the school has yet to make monitoring of these aspects more systematic by extending the utilization of the school's learning management system (LMS).
- The school effectively benchmarks students' academic outcomes against appropriate external, national and international expectations. Benchmarking data indicates that Phase 4 students achieve very high scores on the Programme for International Student Assessment (PISA) and CBSE examinations, confirming alignment with internal assessment results. However, results from the Australian Council for Educational Research International Benchmark Test (ACER IBT) in Phases 2, 3, and 4 are generally weak. A review of these outcomes reveals that ACER IBT is not well aligned with the Indian National Curriculum Framework (INCF) and CBSE curriculum assessment methodology. Consequently, the school plans to replace ACER IBT with the EI ASSET international assessment in English, mathematics and science next year, and to broaden the scope to include a suitable benchmark for Arabic as a Second Language (AsL) and Islamic education. The school also intends to introduce the Cognitive Abilities Test (CAT4) to further strengthen students' learning effectiveness.
- Assessment data is systematically collected, analyzed, and effectively utilized to monitor student progress. Senior and middle leaders play a key role in evaluating performance trends using both internal and external assessments, ensuring data-driven decision-making. Results from ACER IBT and MoE examinations are carefully examined to identify learning gaps and inform targeted interventions that support student progress. The use of assessment data in both English-medium and Arabic-medium subjects is strong, enabling teachers and leaders to track performance trends with precision. The school is making increasingly effective use of assessment data to monitor the progress of different student groups, allowing for more refined instructional planning and personalized learning support.
- Assessment information is used effectively to influence teaching and the curriculum. The school has a paper-based system that tracks individual students' progress in the different internal assessments as well as comparing achievement results of all classes and phases. The school analyses student assessment data accurately in accordance with the ADEK guidelines, through monitors and records progress on tracker sheets. The progress analysis is based on scores, not skills, which while effectively identifying lower achievers to provide remediation, does not showcase the value added by the school in upskilling those already attaining high levels, including those with gifts and/or talents. Using the school's online LMS to extract and collate the competency levels in the skills assessed in each assessment event, will enable teachers to analyze in greater detail, and with more efficiency, students' progress as individuals and groups.
- Across the school, teachers have sound knowledge of the strengths and weaknesses of individual students. They provide constructive verbal feedback, but marking in books does not always indicate the next steps in learning. Teacher's feedback in online work is generally more constructive, such as in Arabic second

language. In Phase 4, the consistently high levels of challenge, use of assessment information, and follow-up on results are more effective, yielding better results. While self-assessment, peer assessment, and reflections are seen in lesson plans, opportunities are not routinely provided for students to use these strategies to identify their next steps in learning and set goals to improve.

### **Next Steps:**

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1. Strengthen the use of external benchmarking tests to identify skills gaps for both English-and Arabic-medium subjects.
2. Provide regular self- and peer-assessments, along with feedback that clearly identifies next steps to help students improve.

# PS4: Curriculum

## Curriculum design and implementation

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Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good

### Findings:

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- The school follows the Indian National Curriculum Framework (INCF) for all grades KG to 12 in Phases 1 to 4. The school is successful in preparing students for achieving the highest level of attainment in the Central Board of Secondary Examinations (CBSE) at the end of grades 10 and 12. The curriculum rationale is clear and is aligned with INCF and UAE national priorities. The taught curriculum in MoE subjects is compliant. The range of subjects and programs ensures breath and balance in lower phases. The balance of knowledge and skills is inconsistent as there is a higher emphasis on knowledge than skills in the taught curriculum. There are fewer variety of career and vocational learning pathways for students in Phase 4.
- Curriculum planning is systematic and ensures the teachers effectively map contents for daily lesson planning. The curriculum mapping ensures various aspects of teaching and learning are aligned with learning outcomes that meet the needs of almost all students. The contents in different subjects focused on meeting curriculum standards. Continuity of learning is smooth and students are very well prepared for the next phase of education, within school and beyond, with ongoing efforts in strengthening curriculum progression, ensuring contents and skills are aligned with benchmarking standards in core subjects.
- The curriculum design provides a wide range of choices for students in Phase 4. There are 2 streams, science and Commerce subjects with a choice of 4 subjects offered in grades 11 and 12. All students in grades 9 and 10 learn standard mathematics offered by the school without a choice. However, the art, physical, and vocational education programs are not offered as core subject choices in the school.
- Cross-curricular links are effectively meaningful and planned carefully, particularly in Phases 2, 3, and 4. Teachers plan lessons to establish cross-curricular links in all subjects, with implementation ensuring students' effective transfer of learning between subject areas, although to a lower extent in Phase 1. Nonetheless, they are managed well, particularly in English, mathematics, science, Islamic education, and UAE social studies.
- The senior leadership team regularly and systematically reviews the curriculum, with due consideration of teachers and middle leaders in department meetings. The strengthening of school clubs and international partnerships have made a very good impact on student personal development in higher grades. The implementation of the play-based approach, however, in Phase 1, is not yet evident in the taught curriculum.

### Next Steps:

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1. Ensure the taught curriculum in KG effectively integrates play-based approaches in lessons.

2. Ensure the taught curriculum has a balance of academic knowledge and practical skills, and that more subject options are provided for senior students to further their career opportunities.
3. Ensure consistent application of cross-curricular links in all lessons for students' effective transfer of learning between subject area.

# Curriculum adaptation

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

## Findings:

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- Teachers are successful in modifying lessons to create a conducive learning environment that meets the different ability needs in lessons. Teachers use online tools and modified learning materials for the middle and low achievers to make better than expected progress. However, high achievers are not relevantly challenged enough in most subjects. Individualized Education Plans (IEPs) are created for students with additional educational needs, ensuring their learning is sufficiently supported. There is occasional in-class support evident for those few identified students with additional learning needs including those of determination.
- The school curriculum provides a very wide range of interesting and creative learning opportunities for most students to engage in lessons. School clubs offer a wide range of opportunities for students to meet their academic and personal development needs. The majority of students participate in a variety of these club activities, field trips and in inter and intra-school competitions throughout the school year. The occasional Flash mob events showcase musical and dance talents in older students. The vegetable garden provides practical opportunities for students to witness farming and agriculture in the UAE. Most students donate in charity drives and a few participate in voluntary work in higher phases. Guest lectures are organized and a few career guidance sessions organized for older students. The opportunities for students' developing innovation skills are limited.
- The school curriculum integrates appropriate learning opportunities for students to develop a clear understanding of the UAE culture, values and society. While the lessons relate learning to real life in the UAE society, school assemblies and celebration of prominent days provide opportunities for deeper understanding of the culture and values.

## Next Steps:

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1. Adapt the curriculum to effectively meet the diverse needs of all student groups, especially low and high attainers.
2. Expand opportunities for students to contribute to the community, across all phases.
3. Ensure lessons provide better opportunities to develop students' innovation skills.

## PS5: The protection, care, guidance and support of students

### Health and safety, including arrangements for child protection / safeguarding

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Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

#### Findings:

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- The school has rigorous procedures in place to ensure students' safety, including child protection. A written policy outlining child protection and safeguarding measures is shared with all stakeholders. All staff members are required to sign a copy of this policy to confirm they have read and understood it. The school provides mandatory training for all employees in child protection and safeguarding, with attendance records maintained. There is an up-to-date central register for all staff. The school takes proactive measures to protect students from all forms of bullying, including cyberbullying, and educates students on how to stay safe online and while using social media.
- The school consistently provides a safe, hygienic and secure environment for the school community. All staff, students, and parents are aware that the school is highly committed to health and safety, ensuring that everyone in the school community feels valued and secure. The health and safety committee holds formal meetings on a regular basis to review policies and plan, with full representation from all stakeholders. Additionally, committee members maintain daily communication to address any health and safety concerns that may arise and require immediate attention. Student supervision is generally appropriate, with well-organized bus routines ensuring safety and well-being. However, classroom, transition, and breaktime procedures could be further improved. Nonetheless, regular risk assessments are conducted, with proactive measures taken to meet very high standards of health and safety. The school fully complies with all legal requirements and conducts frequent emergency fire evacuation drills, in line with Civil Defense regulations.
- Buildings and equipment are maintained in excellent condition. The school hires external organizations to oversee several health and safety functions, such as managing the CCTV and alarm systems, providing 24-hour site security, conducting regular pest control, performing routine water quality tests, disposing of laboratory chemicals, and handling the daily cleaning of the premises. All necessary regulatory checks for these critical services are current, and the contracts are with approved providers. The school also has a well-equipped medical clinic staffed by three nurses. Essential medications are securely stored in a locked cupboard within the clinic, and the nurses are responsible for supervising and administering these medications to students. They are very meticulous in maintaining accurate records.
- The school premises provide a safe and appropriate learning environment for everyone in the school community. All areas of the school are accessible to individuals with mobility or physical disabilities, and the facilities are well-suited to meet the needs of students.
- The school's promotion of safe and healthy living is systematically built into most aspects of school life. The curriculum content of some programs includes references to healthy lifestyles such as aspects of diet and exercise. Parents are encouraged to provide their children with nutritious, healthy food to bring into school. The main outdoor play area is equipped with shock-absorbent matting, and effective sun protection measures, such as adequate shading, are in place across all outdoor spaces. Fresh drinking water is easily

accessible, at all times. The cafeteria offers a variety of healthy food and beverages, including fresh juices, to all members of the school.

### **Next Steps:**

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1. Review and streamline procedures for transitions and break times to ensure consistent supervision across all areas of the school.
2. Systematically expand the curriculum to include more comprehensive education on healthy living, cultivating a safety-conscious culture, across all aspects of school life.
3. Strengthen internal audits of health and safety procedures, ensuring all policies and practices are consistently aligned with the latest regulations and best practices.

## Care and support

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

### Findings:

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- Staff maintain positive and supportive relationships with all students and have a clear understanding of their individual needs. The school operates in an atmosphere of mutual respect, based on a code of behavior that is understood clearly by the whole school community. The school has a positive and defined behavior management system with clear guidelines on expected behavior and effective discipline policies. Behavior concerns are logged accurately and actioned promptly.
- The school has established structured procedures for monitoring and promoting student attendance and punctuality, ensuring that records are maintained accurately. Effective systems are in place to track and manage attendance, with clearly defined roles and responsibilities for staff in monitoring and addressing concerns. While most students arrive on time, attendance remains an area for further improvement, particularly on specific days, such as Fridays, where attendance rates are lower. The school implements initiatives to encourage regular attendance, including parental communication and student engagement strategies. Attendance during the inspection stood at 92%, reflecting that further efforts are required to ensure sustained improvements across all phases.
- The school has appropriate identification systems for students with additional learning needs, which has resulted in the identification of 36 students of determination (and 22 under observation). However, the number of students of determination is less than 1% of the school population indicating that the schools' protocols and procedures need to have more rigor. Students of determination are identified by an internal screening process, including analysis of academic attainment and progress and for new students, reports from external health professionals are reviewed. KG students in Phase 1 are evaluated during the department's 'open day' sessions, and teachers share concerns via the school referral form. The whole school referral process is effective, but as the KG department does not digitalize its assessment procedures it leads to a less prompt implementation of support. The school does not opt for In School Specialist Services (ISS). There are 9 students with gifts/talents in the school, and they are identified by their academic results and referrals from teachers and parents. The range of support for G&T students is only based on academic ability.
- The school provides appropriate support for all identified students with documented learning plans (DLPs). Students with gifts/talents have Advanced Learning Plans (ALPs) that contain objectives with set targets and a clear review process. Individual Education Plans (IEPs) are also in place for students of determination. DLPs are reviewed termly, with the student's academic abilities tracked, targets reviewed, and next steps agreed by both the staff and parents. The Provision for Inclusion provides a multi-tiered level of support. However, the limited number of staff members in the department, in proportion to the size of the school, has led to the reduced quality of provision for students of determination. This needs to be strengthened by building the capacity of the Inclusion Provision and improving facilities to accommodate their needs. Professional development has not focused on best push-in or in-class practices and interventions, adapting the curriculum or accommodating the learning environment to support their needs.
- The well-being and personal development of all students are routinely monitored but have yet to be digitalized in KG. This year, as part of a new initiative, the school participated in an international career fair and supported students with their university applications.

### Next Steps:

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1. Elevate identification systems and procedures to ensure that students with additional needs or those at risk receive prompt, accurate and rigorous support.
2. Track and monitor in-class interventions using valid, reliable data on student outcomes and DLP targets.
3. Strengthen inclusion provision capacity and enhance facilities to support the needs of all students.

# PS6: Leadership and Management

## The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Outstanding 

### Findings:

- The principal's forward-thinking vision and exceptionally clear strategic direction ensure that the entire school community is committed to educational excellence. Affordable, high-quality education—along with the school's consistently strong results in external Central Board of Secondary Education (CBSE) examinations—remains a key factor for parental selection. Leaders at all levels are highly committed to UAE national priorities, which are embedded in the school's vision and strategic plans. Consequently, students achieve high levels in international assessments such as the Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS). The respectful behavior of students reflects the school's commitment to Islamic values, while regular assemblies such as those held in KG during the inspection visit showcase their knowledge and appreciation of UAE culture and heritage. The school's commitment to inclusion is demonstrated by its oversubscribed admission process, now managed through a ballot system (apart from siblings), resulting in an increasingly diverse learner population. Plans are in place to extend the inclusion team and further invest in resources such as the Cognitive Abilities Test (CAT4) to enhance the rigor of identifying and supporting students with additional learning needs.
- Leaders at all levels, led by the principal, demonstrate comprehensive knowledge of the curriculum relevant to their areas—whether the Indian National Curriculum Framework (NCF) or Ministry of Education (MoE) curricula and apply best practices in teaching, learning, and assessment to ensure student success in external examinations. Education is highly valued, fostering a purposeful learning culture where students exhibit a strong work ethic and keen desire to learn. As a result, student learning standards remain consistently high in most subjects; however, a decline is observed in Grade 12 MoE examinations for Arabic as a Second Language. This decline is attributed to a significant influx of new students in Phase 4, suggesting that further support is required in this area. Similarly, despite considerable investment in staff training and facilities, achievement in Phase 1 has not yet improved.
- Positive relationships and the senior leaders' open-door policy foster a family atmosphere where learners are nurtured, and professional, highly effective communication is maintained with all stakeholders. Recent restructuring, the appointment of lead coordinators with increased time allowances, and ongoing training have enhanced middle leaders' capacity to provide regular feedback and monitoring to improve teacher quality. Clear job descriptions and scheduled meetings ensure accountability among middle leaders, while departmental progress is closely tracked by heads of department and senior leaders. However, the distributive leadership model is not yet fully embedded, and some middle leaders remain uncertain about using assessment data to personalize planning and boost student achievement. Strengthening the capacity of middle managers to make evidence-based decisions is essential for ensuring accountability in delegated responsibilities. Communication with parents is robust, utilizing a digital campus that displays daily class plans, complemented by updates through an efficiently administered WhatsApp group, as well as phone calls and emails for urgent matters such as attendance and well-being. As a result, strong relationships and effective communication have contributed to very positive morale across the school community.
- Leaders at all levels demonstrate a clear and accurate understanding of the actions needed to improve school performance. Although the areas where the school needs to improve are not reflected

comprehensively in the school's most recent self-evaluation form (SEF), they are anticipating and addressing all potential barriers to sustained improvement. Departmental plans clearly and comprehensively detail impact driven actions against the outcome of annual departmental review and monitoring via staff-level discussions. Leaders are highly effective in addressing potential barriers in order to sustain improvement and they have used innovative approaches to addressing potential barriers to learning. An example is the comprehensive tracking system now in place across all subjects and phases. While paper-based, this system is effective in identifying the lower achievers who require additional support to keep up with their peers. Despite a large influx of new students in Phase 4, as well as at other levels, the school has managed to maintain a very high standard of achievement overall in most subjects and phases.

- Leaders have been innovative and very successful in developing aspects of the school and maintaining a very good level of academic performance in most subjects, especially in Phase 4 as shown by CBSE examination results. SLT has established new initiatives, such as the 'Spectrum' event, a whole school charity fundraiser that also aimed to extend students' enterprise skills. The Grade 12 students worked with the rest of the grade-level class groups to organize stalls and games, activities that raised money for Red Crescent. Students also work in the school's garden, selling produce to staff to sustain activities, whilst learning about organic methods of horticulture that are key to UAE's longer-term food security. Such activities demonstrate how leaders inspire teachers and students to develop new ideas and learn in new ways. In this way, the leaders promote the collective accountability that has ensured continued high school performance. However, there is still more work to do to ensure that all learners, especially the more able and those with additional learning needs make the progress of which they are capable. Leaders ensure that the school is compliant with all statutory and regulatory requirements.

## **Next Steps:**

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1. Expand the inclusion team and enhance facilities to create a fully inclusive environment that supports all learners admitted through the ballot admission system.
2. Strengthen middle leadership capacity to fully embed the distributive leadership model and drive school-wide excellence.
3. Enhance collective accountability systems to ensure all learners especially high attainers and those with additional learning needs achieve their full potential.

# School self-evaluation and improvement planning

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

## Findings:

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- Systematic and rigorous self-evaluation form (SEF) using internal and external data is embedded in the school's improvement planning at most levels. The school's self-evaluation, anchored in its SEF, draws on a broad spectrum of internal and external data (CBSE, MoE, PISA, TIMSS, ACER IBT). Regular staff and departmental meetings enable detailed analysis of strengths and areas for improvement, although consistency across all sections is not always achieved, and some improvement areas are not prominently highlighted.
- Effective monitoring ensures that there is appropriate evaluation of teaching and learning and their effect on students' achievement. Formal classroom observations occur six times per year, with written reports and recommended next steps supporting teacher development. However, the current monitoring tools utilizing multiple, technical tick-box forms—lack alignment with the UAE School Inspection Framework's focus on student outcomes. Simplification, digitization, and enhanced professional development for middle leaders are needed to foster a more student-driven approach, particularly for different groups of students, including students with additional learning needs.
- School development plans (SDPs) are comprehensive and based on thoughtful self-evaluation. They contain detailed actions and well-focused goals, to address the school's and the UAE's national priorities. They result in positive effects on students' achievement, yet they fall short in specifying measurable KPIs and clearly tracking progress against targets. The SDP requires updating to integrate recent self-evaluation findings with SMART objectives and clear delegations that align with the board's strategic goals.
- All the recommendations from the previous inspection report have been implemented or are in the process of implementation. The school has shown sustained improvements over time in all key areas. Strong board oversight and regular stakeholder consultations underpin the school's self-review and improvement processes. Termly performance reports, parent discussions, and comprehensive benchmarking data inform ongoing refinements. Nonetheless, further integration of evidence-based decision-making at all leadership levels is essential to ensure that improvement efforts translate into enhanced student outcomes.

## Next Steps:

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1. Broaden SEF processes, ensuring the expansion of benchmarking assessments and integrating rigorously analyzed internal and external data, along with stakeholder feedback, into SDP.
2. Refine observation systems to focus on learning outcomes and overall student experience, while training middle leaders to deliver effective feedback, mentoring and coaching.
3. Revise SEF with clear next steps, SMART objectives, measurable KPIs and defined delegations that align with the board's strategic plans.

# Parents and the community

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Performance Indicator	Quality judgement
Parents and the community	Very Good

## Findings:

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- Most parents are regularly involved in school activities and the parent representative committee is active. The committee members play an important role in representing the views of all parents in matters related to students' academic and personal development. The school regularly collects feedback from parents and suggestions are considered for improving the implementation of the academic program. As a result of parental feedback, there is an improved focus on sports coaching this year in the school. Although parent involvement makes a positive contribution to student learning at home, their contribution to raising academic standards in the school is not yet effective.
- Communication with parents is highly effective in the school. The school effectively uses technology to communicate with parents via websites, emails, WhatsApp messages, phone calls, and face-to-face meetings. Regular communication by the school ensures the parents are well informed and up to date about the various academic programs and student performance. The awareness of parents of students with additional learning needs including those of students of special educational needs for accurate identification and relevant support, is still developing.
- The school regularly reports student achievements at the end of each term. The parent teacher meetings are ongoing, and the teachers provide sufficient information related to students' performance in academic and personal development aspects. Student progress is discussed with the parents during the scheduled face-to-face meetings. However, the reports do not detail students' strengths and weaknesses and parents are unaware of the next steps for improving their child's learning.
- The school has established local and international partnerships to support the academic and personal development of the students. Older students visit other countries as a part of field trips and can connect with prominent personalities in other countries. Students in all phases participate in field trips, intra-school competitions, and charity events organized locally. Parents actively contribute to guest lectures and career orientation programs in the school. The established links with the Red Crescent organization and Kindness Squad ensure most students participate and make donations for social contribution.

## Next Steps:

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1. Boost parental awareness of international assessments to drive higher student achievement in benchmarking examinations.
2. Strengthen parent partnerships to enhance the identification and support of students with additional with additional learning needs, including students of determination.
3. Expand community links locally and internationally to provide students with regular voluntary work experiences.

Performance Indicator	Quality judgement
Governance	Very Good

## Findings:

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- The Board of Governors includes a representation of all stakeholders, comprising of a diverse group of five permanent members and six representatives from stakeholder groups—including parents, teachers, and students with senior leaders attending in a non-voting capacity to provide reports and address queries. The Chairperson, who is the owner, is represented day-to-day by the Managing Director (MD) overseeing operations at both this school and the sister school in Dubai, while the other permanent members bring expertise in academics, culture, and industry/finance. This broad representation enables the board to gain a comprehensive view of the school and effectively carry out governance functions. The board meets termly to review school performance, strategic plans, and resources, including human resources and infrastructure, and regularly consults parents through surveys and meetings with representatives from every grade. These mechanisms ensure that board members verify the accuracy of official reports and actively respond to stakeholder input evidenced by initiatives such as establishing a nursery and enhancing communication through the school’s digital learning management system and informal channels like emails and WhatsApp groups.
- The board has an effective system to hold the principal and senior leaders accountable, utilizing meeting information, principal reports, and stakeholder satisfaction surveys. Minutes include SWOT analyses and documented actions, reflecting constructive feedback that guides school improvement. Although the board’s specific key performance indicators (KPIs) for school leadership are effective, they are not yet fully integrated into an annual review and planning cycle. The board has recognized the need for better alignment between its strategic planning goals and the School Development Plan (SDP), along with associated action plans, to ensure more effective budget and resource allocation.
- Through its strategic oversight, the Board of Governors makes a significant contribution to the school’s direction and resource provision. Notable initiatives include launching international excursions for outdoor education and leadership development, creating a school newsletter to engage working parents, and investing in the KG area with an outdoor play area and sensory playroom. The board continues to extend its community networks to facilitate industry interactions, work shadowing, and on-the-job learning opportunities. Additionally, it is committed to strengthening the inclusion team to expand access to counseling, therapies, and pastoral care services in response to the increasing diversity of the student body. Through targeted investments and expert guidance, the board ensures that all statutory requirements are met while significantly enhancing the overall performance of the school.

## Next Steps:

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1. Enhance parental communication to fully utilize the school’s digital LMS along with other communication enhancements.
2. Strengthen strategic alignment of the governors’ goals with the annual SDP, ensuring action plans are effectively resourced.
3. Expand extracurricular initiatives to leverage governors’ networks, broadening access to enriching activities.

## Management, staffing, facilities and resources

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

### Findings:

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- Almost all aspects of the day-to-day management are well- organized and efficient, positively impacting on students' outcomes. The school's operations run smoothly, with efficient procedures and routines followed by dedicated staff and students.
- The school is appropriately staffed with committed long-term serving, qualified personnel who care for the school and its students. However, more special needs specialists are needed to support students of determination more effectively. Regular professional development program is conducted, utilizing external trainers from India and internal training by teachers and leaders. More training is needed for teachers and assistants to support students in Phase 1 and to meet the needs of all students, particularly students of determination. The school runs a peer observation and mentorship program to support effective teaching and learning. Streamlining teacher lesson observation forms to focus on students and outcome, aligned to the inspection framework, will be beneficial. The school has assigned a Subject Lead for the departments and modified the load of lessons for some of its subject coordinators to allow them time to lead their departments. Building the capacity of middle leaders and enhancing their roles will enable them to lead their departments more effectively, ensuring consistent quality teaching and learning, and use of assessment data for a greater impact on students' outcomes.
- The very well-maintained premises and facilities support effective teaching and learning. The building has some decorated boards with posters, students' work and information to increase knowledge of the UAE heritage culture. The organic garden supports students' learning. Since the last inspection, the school has added ramps for better accessibility, created STEAM labs, a new sports area and refurbished the swimming pool. The school has provided 130 tablets for students from Grades 1-4 and implemented BYOD (Bring Your Own Device) school policy to support research and learning. Some of the school's plans include painting parts of the building in the summer, and decorating more walls to celebrate students' achievement, creating a motivating teaching and learning space.
- The school has a wide range of quality resources that align with curriculum requirements, promoting effective teaching and learning. Based on the previous inspection report recommendations, the school has improved the space and resources in Phase 1 to enable a more child centered environment. There is a need for more classroom age-appropriate resources particularly for English and Arabic languages.

### Next Steps:

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1. Enhance the Provision for Inclusion to ensure all student needs are met, ensuring the recruitment of specialists and impact-driven staff training.
2. Empower all leaders, including the Head of Inclusion, in refining monitoring tools and promoting the rigorous use of assessment data to improve teaching practices and learning outcomes.
3. Increase the availability of age-appropriate classroom resources, particularly for English and Arabic, and expand initiatives to create motivating and interactive learning spaces across the school.

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