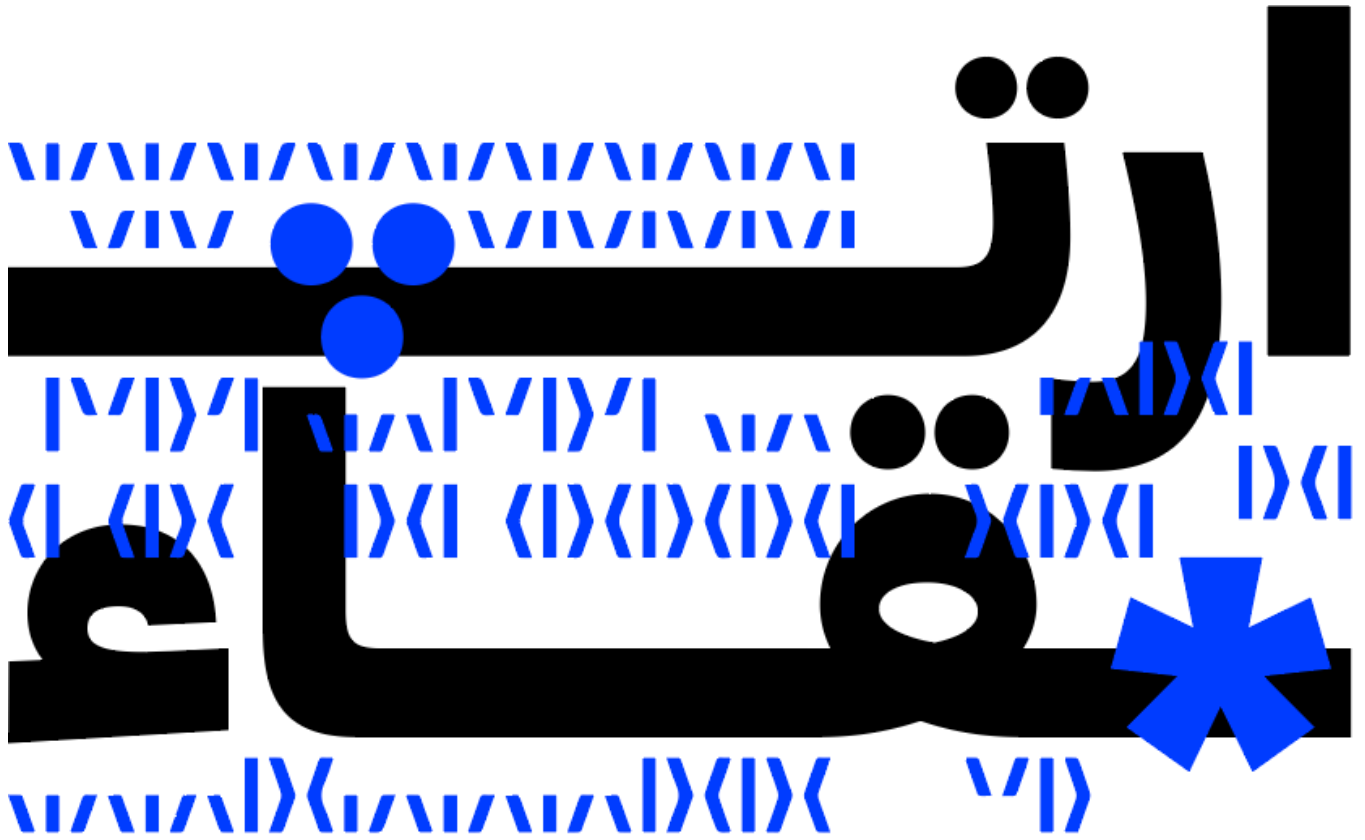




Irtiqa'a School Inspection

AY 2024/25

Abu Dhabi Indian School - Wathba

Rating: Very Good

Contents

- **School information**
- **Changes since the previous inspection**
- **The school's efforts towards meeting their targets on international assessments: TIMSS, PISA, PIRLS**
- **Performance in standardized and international assessments**
- **Reading**
- **Strengths of the school**
- **Key recommendations**
- **Summary of inspection findings 2023/24**
- **Inspection findings**

School Information

General Information		
	Name	Abu Dhabi Indian School - Wathba
	Esis Number	9242
	Location	114, Wari St, Al Wathbah, Abu Dhabi, 20804
	Website	http://www.adiswathba.com/
	Telephone	025831991
	Principal	ALPANA SAWHNEY OM PRAKASH VIJ
	Inspection Dates	07 to 10 Oct 2024
	Curriculum	CBSE

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	3443
Number of Emirati students	3
Number of students of determination	101
Largest nationality group of students	India - Nepal - USA

Information On Teachers

Number of teachers	190
Nationalities	India - Sudan - Egypt
Number of teaching assistants	13

Changes since the previous inspection

The school's overall performance has improved from Good to Very Good.

Since the previous inspection, the school has maintained student achievement levels across all core curriculum subjects and phases, except for Arabic as a second language, where student attainment in Phases 1 and 4 is now good, and progress has improved in all phases to good. Attainment and progress have improved to very good in English across all phases and Math in phase 1. The improvements are due to the teachers' use of a more comprehensive range of teaching strategies and resources.

Teaching has improved to very good across all phases, and assessment remains good in phases 1, 2, and 3 and very good in phase 4.

The health and safety of students, including their protection, continue to be a strong feature of the school and remain very good. Student care, guidance, and support have regressed to good across all phases because the level of challenge and support for specific groups of students is inconsistent.

Overall, the quality of leadership and management is good. The effectiveness of leadership has improved to very good. However, management, staffing, facilities, and resources have regressed and are now good due to the quality of the learning environment, particularly in Phase 1.

Since the last inspection, the school has appointed a new principal, and classes have been reorganized into phases to reflect the curriculum's requirements.

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

The school participated in the Trends in International Mathematics and Science Study (TIMSS 2019), the Program for International Student Assessment (PISA 2022), and the Progress in International Reading Literacy Study (PIRLS 2016).

There is a strong awareness of international benchmarking, and the school emphasizes the importance of performing well in these assessments for global comparison. To support this, the school has provided additional curricular assistance in mathematical content domains and has incorporated PISA-style questions into most mathematics, science, and English lessons. Teacher questioning skills have been enhanced through professional development courses, ensuring that students become more familiar with reasoning, particularly in mathematics and science.

Performance in standardized and international assessments

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

Standardized Assessments

ACER IBT is used as an external assessment for grades 3-9. Students' outcomes in Arabic-medium subjects are benchmarked against Ministry of Education standards. IBT results 23/24 show weak attainment across phases 2 and 3 and weak progress in phase 2. The school has not submitted progress data for phase 3.

International Assessments: TIMSS, PISA, PIRLS

- TIMSS (2019) results indicate students in grades 4 and 8 did not meet set targets for science and mathematics.
- Students aged 15 years participated in the PISA 2022 international assessments. The results in reading literacy, 470.5, mathematical literacy, 477.1, and scientific literacy at 489.8, are all below the set target; however, the school's results in mathematical literacy and scientific literacy are above the international average.

Reading

The school has four libraries in each phase of the school, containing 14,000 English, Hindi, and Arabic books. They are appropriately stocked with age-appropriate fiction and non-fiction books and magazines. There are student-produced summaries of books and students' recommendations for other readers. There are no electronic reading devices or computers in the libraries. The libraries are furnished with desks and chairs with very few visual displays.

Three librarians support the teaching of reading in library lessons, break times, and after-school clubs. They maintain records of students' reading habits and interests. Small reading corners in a few classrooms have books in Arabic and English to promote reading throughout the day. Students of all ages borrow books to read for pleasure or information. Students participate in inter-section reading competitions. Older students participate in inter-school competitions such as Budding Authors.

Teachers in all subjects promote reading and comprehension during their lessons. In many Arabic and English-medium lessons, students read from texts and extract key information to write original work or stimulate discussions. There is no school action plan to promote reading, though events such as the reading fair, the DEAR (drop everything and read) program, and holiday reading assignments are common to all phases. In Arabic and English lessons, students read texts from different genres, including their own work.

Students' Arabic and English reading achievements are tracked and monitored during in-class assessments, with reports on their progress sent to parents. Parents are encouraged to support their children by reading with them at home.

Strengths of the school

- Students' achievement in Arabic as a second language has shown significant improvement.
- Results from the CBSE external examinations for grades 10 and 12 indicate at least very good levels of student attainment.
- Students' positive attitudes and behavior across the school contribute to fostering strong relationships with both their peers and teachers.
- The school has established robust arrangements to ensure the safety and security of all students.
- The principal provides clear leadership and vision, supported by the vice-principal and senior leadership team, ensuring professional and effective communication and relationships within the school.

Key Recommendations

1. Raise the attainment of students mainly in Arabic and Math so that it is consistently at least very good by:
 - ensuring teachers address key recommendations for improvement identified within their subject areas to move achievement to the next level or better.
 - improving student outcomes in the IBT assessments so that they are more closely aligned with the high standards attained by the students in the CBSE assessments.
 - reviewing how students' independent learning and collaboration skills are developed systematically and include them more consistently within the teachers' lesson planning.
 - improving students' research skills using various sources, including digital technology.
2. Improve the quality of assessment to a consistently very good level by:
 - ensuring teachers' use of questioning strategies is more consistent and require students to give extended responses in lessons that promote students' language and critical thinking skills
 - ensuring teachers, and senior leaders, are using assessment outcomes more systematically to track the progress of individual students and groups of students over time.
3. Meet the learning needs of all students, particularly the students of determination and the more able by:
 - analyzing internal assessment data and ensuring that teachers use it to plan and deliver learning activities for students of all abilities.
 - providing teachers with professional development on effective strategies for differentiating lessons to meet students' learning needs within the classroom.
4. Embed strategies for more effective teaching and learning by:

- providing professional development for teachers in phases 1, 2 and 3 to enhance teaching strategies that support emerging learning in students.
- providing more opportunities for students to investigate, explore and conduct Independent research.
- providing a classroom environment that is stimulating and conducive to learning.
- providing appropriate resources to support students' developing fine and gross motor skills in early years.
- providing appropriate classroom teaching support for teachers in phase 1.

5. Strengthen the school's procedures for monitoring, evaluation and planning by:

- using the analysis of assessment outcomes to inform detailed improvement planning for subjects
- linking procedures for monitoring the effectiveness of teaching more explicitly to learning outcomes for students and groups of students in lessons and revising the current observation checklist to include a greater emphasis on students' attainment and progress in the lesson, aligning this to the inspection framework
- providing training for all leaders in evaluating learning in lessons.
- consulting more widely with all stakeholders on their views of where the school needs improvement
- generating action plans for each area for improvement which are time-bound and have measurable outcomes.

Overall School Performance: **Very Good**

PS1: Students' achievements					
Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good	Very Good 	Very Good 	Very Good 
	Progress	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	Acceptable	Acceptable	Good 
	Progress	Good	Good 	Good 	Good 
UAE Social Studies	Attainment	Very Good	Good	Very Good 	Very Good
	Progress	Very Good	Very Good 	Very Good 	Very Good
English	Attainment	Very Good 	Very Good 	Very Good 	Very Good
	Progress	Very Good 	Very Good 	Very Good 	Very Good
Mathematics	Attainment	Very Good 	Good	Good	Good 
	Progress	Very Good 	Good	Good	Good 
Science	Attainment	Very Good	Good	Good 	Very Good
	Progress	Very Good	Very Good 	Very Good	Very Good
Learning Skills		Very Good 	Very Good 	Very Good 	Very Good

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

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

PS3: Teaching and Assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Very Good 	Very Good 	Very Good 	Very Good
Assessment	Good	Good	Good	Very Good

PS4: Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good	Good	Very Good
Curriculum adaptation	Good	Good	Good	Good

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Very Good	Very Good	Very Good	Very Good

PS6: Leadership and Management

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

Findings:

- The school’s analysis of internal assessment data at the end of the AY 2023/24 against Ministry of Education (MoE) curriculum standards indicates that most students across all phases attain above curriculum standards. However, this high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for KG and grades 1-11. The results of the MoE national examination for Grade 12 at the end of the academic year 2023/24 indicate outstanding attainment.
- In lessons and their recent work, the majority of students in KG and the large majority in phases 1, 2, and 3 demonstrate an understanding of Islamic values and etiquette above curriculum standards.
- Over the past three years, the school's internal attainment data indicates that most students have consistently attained above the MoE curriculum standards across all phases.
- The school’s analysis of assessment data indicates that most students across all phases make better than expected progress over time and from their starting points at the beginning of the academic year.
- In lessons, the majority of students in KG and the large majority of students in phases 2, 3, and 4 make better-than-expected progress in demonstrating a solid understanding of Islamic etiquette and values, with a precise grasp of key principles.

- The school's analysis of progress data indicates that most boys and girls make better than expected progress across all phases. High attainers and gifted and/or talented students in phases 2, 3, and 4 make outstanding progress. Students with additional learning needs, including students of determination, make acceptable progress in phases 1 and 2; they make outstanding progress in phases 3 and 4.
- In lessons, boys and girls make similar progress. Students with additional learning needs, including students of determination, do not consistently make the expected progress toward their targets.

Next Steps:

1. Deepen students' understanding of the Prophet's Seerah and worship rules in phases 1 and 2.
2. Improve students' accuracy in reciting and reading age-appropriate verses from the Holy Qur'an across all phases.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data at the end of the 2023/24 academic years against MoE curriculum standards expectations indicates that the large majority of students in phase 1 and the majority of students in phases 2 and 4 attain levels above curriculum standards, while in Phase 3, most students attain in line with expectations.
- The school administered IBT and MoE external exams in the last academic year (2023/24) to benchmark students' attainment. IBT exam results for grades 5 and 8 indicate that less than three-quarters of students attain levels that are at least in line with curriculum expectations. Grade 12 MoE results indicate that most students attain levels in line with curriculum standards.
- In lessons and their recent work, most students in phases 2 and 3 demonstrate listening and reading skills in line with expectations, while the majority of students in phases 1 and 4 demonstrate knowledge, skills, and understanding that are above curriculum expectations.
- Over the last three years, the school's internal assessment data shows a regression from outstanding attainment in AY2021/2022 to consistently good attainment in phases 2 and 4 and acceptable attainment in phase 3. In phase 1, trends in attainment show regression in the last academic year to very good from previously consistently outstanding.
- The school's internal assessment data analysis indicates that the large majority of students in Phase 1 and the majority of students in Phases 2 and 4 make better than expected progress, and most students in Phase 3 make the expected progress over time and from their starting points.
- In lessons and their recent work, the majority of students across all phases make better-than-expected progress.
- The school's analysis of progress data indicates that girls make better progress than boys in all phases. High attainers and the gifted and talented make better progress than other groups. In lessons, low achievers and those with special educational needs, including students of determination, make equal progress. Gifted and talented students do not always make the progress they are capable of.

Next Steps:

1. Enhance students' speaking skills with a focus on students' ability to communicate using standard Arabic across all phases.
2. Improve students' reading skills by focusing on reading texts and retrieving key information, particularly in phases 2 and 3.
3. Improve students' writing skills especially in phases 2, 3 and 4 particularly in applying correct grammar rules.

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	Good	Very Good ↑	Very Good
	Progress	Very Good	Very Good ↑	Very Good ↑	Very Good

Findings:

- The school's analysis of internal assessment data at the end of the 2023/24 academic year against the MoE curriculum standards indicates that most students attain levels above curriculum standards in phases 2, 3, and 4. There is no data available for Phase 1. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- There are no external, national, or international social studies assessments for social studies for grades 1 to 11. The school administered a CBSE Social Studies assessment for grade 10 last academic year, and the result was outstanding.
- In lessons and recent work, the majority of students across in phase 2 demonstrate knowledge and skills above MoE curriculum standards. The large majority of students in phases 1, 3 and 4 demonstrate knowledge and skills above MoE curriculum standards.
- Over the past three years, the school's internal data analysis indicates that most students have consistently attained levels above the MoE curriculum standards in phases 2, 3, and 4.
- The school's analysis of internal assessment data indicates that most students in phases 2, 3, and 4 make better than expected progress over time and from their starting points. Progress data is not available for Phase 1.
- In lessons and students' work, in all phases, the large majority of students make better than expected progress, gaining knowledge and understanding of the UAE's morals, culture, and history.
- The school's assessment data highlights that most boys, girls, high attainers, and gifted and talented students make better than expected progress. In Phase 1, most students with additional learning needs, including students of determination, make better than expected progress, while the majority in Phase 2 and the majority in Phase 4 make better than expected progress. In phase 3, most students with additional learning needs, including students of determination make expected progress. . In lessons, students with additional learning needs, including students of determination, make expected progress toward their targets. Higher-attaining students make the progress they are capable of as they have opportunities to extend and

develop their learning

Next Steps:

1. Align internal assessment practices with observed classroom performance to ensure accurate reflection of students' knowledge and skills across all phases, including Phase 1.
2. Develop and implement a robust system for assessing and tracking progress in Phase 1, ensuring consistency with other phases.
3. Provide targeted support for students with additional learning needs in Phase 3 and Phase 4 to help them exceed expected progress and fully reach their potential.

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	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 at the end of the 2023/24 academic year against the CBSE curriculum standards indicates that most students attain levels above curriculum standards in all phases. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no national or international assessments for KG. Grades 10 and 12 students who took the CBSE board examinations at the end of the academic year 2023/24 attained outstanding results. In grades 3 to 9, students took the 2024 International Benchmark Standardized Tests (IBT) for English. The school participated in PISA 2022. The results of reading literacy, at 470.5, were below international standards. Students who participated in PIRLS 2022 reached the intermediate international benchmark.
- In lessons and their recent work, the large majority of students across all phases demonstrate reading and comprehension skills above curriculum standards.
- Over the past three years, the school's internal data analysis indicates that most students have consistently attained levels above curriculum standards in all phases, except phase 3 in the AY 2022/23, where the large majority of students attained above curriculum standards.
- The school's analysis of internal assessment data indicates that in all phases, most students make progress that is better than expected over time and from their starting points at the beginning of the academic year.
- The large majority of students make better-than-expected progress in all phases of lessons and recent work.
- The school's assessment data indicates that most girls make better than expected progress across all phases, similarly do gifted and talented students in phases 2, 3 and 4, and most boys except in phase 3 where the large majority make better than expected progress. Most high attainers in phases 2 and 3 and the large majority in phase 4 make better than expected progress. Most low attainers in Phase 3 make the expected progress, and the majority in Phase 4 make better than expected progress. However, the progress of students with additional learning needs, including students of determination, is below that of other groups as

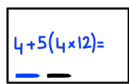
less than three quarters in phases 1 and 4 and most in phases 2 and 3 make the expected progress.

Next Steps:

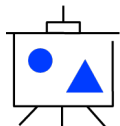
1. Ensure internal assessment data reflects the actual levels of students' knowledge and skills observed in lessons, particularly for all phases.
2. Provide targeted interventions and differentiated strategies to improve students' progress with additional learning needs, including students of determination, especially in phases 1 and 4.
3. Develop specific programs and teaching strategies to raise students' reading literacy levels to meet or exceed international standards, addressing gaps highlighted by PISA and PIRLS results.

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:



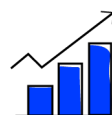
Number and quantity and their use



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	Very Good ↑	Good	Good	Good ↓
	Progress	Very Good ↑	Good	Good	Good ↓

Findings:

- The school's analysis of internal assessment data at the end of the 2023/24 academic year against the CBSE curriculum standards indicates that most children and students in phases 1 and 2 and a large majority in phases 3 and 4 attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no national or international assessments for KG. Students who took the CBSE board examinations at the end of the academic year 2023/24 attained very good results in Grade 10 and outstanding results in Grade 12. In grades 3 to 9, students took the 2024 International Benchmark Standardized Tests (IBT) for maths. Results indicate weak attainment. The school participation in PISA 2022 indicates that students' attainment and mathematical literacy skills are below international standards. Students reached the low international benchmark in the most recent TIMSS (2019).
- In lessons and their recent work, a large majority of students in phases 1, and the majority of students in phases 2, 3, and 4 demonstrate mathematical knowledge, skills, and understanding above curriculum standards. Younger students are gaining new mathematical knowledge and applying skills in adding and subtracting to understand place value. Students develop concepts in other phases, including algebra, geometry, and statistics. Learning is usually abstract, and student in all grades are less confident in connecting their learning to real life and solving problems linked to the real world.
- Over the past three years, the school's internal data analysis indicates that most students in phases 1 and 2. In phase 3, students' attainment regressed from outstanding In the AY 21/22 to very good In the past two academic years. In phase 4, students' attainment In math regressed from very good In the AY21/22 to acceptable In the AY 22/23 and advanced again to very good In the past AY 2023/24.
- The school's analysis of internal assessment data indicates that in phases 1 and 2, most students make progress that is better than expected over time and from their starting points at the beginning of the academic year, while a large majority make better than expected progress in phases 3 and 4.
- In lessons and their recent work, a large majority of students in phase 1 and the majority in phases 2, 3, and 4 make better than expected progress in solving complex problems using and applying formulas and reasoning. Younger students make less progress in applying critical thinking.

- The school's assessment data indicates that boys in phase 1, girls in phases 1 and 2, and gifted and talented students in phases 2,3 and 4 make outstanding progress. Boys in phases 2 and 3, girls and high attainers in phases 3 and 4 make very good progress. Boys in phase 4 make good progress. High attainers in phase 2 and students with additional learning needs including students of determination in phase 3 make acceptable progress. Low attainers in phase 3, students with additional learning needs, including students of determination, make weak progress. Meanwhile, low attainers in phase 4 make very weak progress.

Next Steps:

1. Integrate more real-life problem-solving opportunities into lessons to help students connect abstract mathematical concepts to practical situations in all phases.
2. Enhance younger students' critical thinking skills, introducing activities that encourage them to apply mathematical knowledge in problem-solving tasks in phases 1 and 2.
3. Enhance students' hands-on and experiential learning activities, reinforcing their understanding and confidence in using math practically 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	Very Good	Good	Good ↓	Very Good
	Progress	Very Good	Very Good ↑	Very Good	Very Good

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the CBSE curriculum standards indicates that most children and students in phases 1, 2, and 3 and a large majority in Phase 4 attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons in phases 1, 2, and 3.
- The school has no national or international assessments for KG. CBSE board examination results in Phase 4 indicate that most students in Grade 10 attain levels above curriculum standards. In Grade 12, most students in chemistry and biology and a large majority in physics attain above curriculum standards. ACER International Benchmarking Test (IBT) results indicate that students' attainment in phases 2, 3, and 4 is below the expected benchmarking level. The results for TIMSS 2019 suggest that the students' attainment in Phase 2 is at the intermediate level, and in Phase 3, it is at the high level. The results for PISA 2022 in Phase 4 indicate the students are at intermediate level. Results indicate that students have not met their target in both assessments.
- In lessons, a large majority of students in Phases 1 and 4 and a majority in Phases 2 and 3 attain levels above curriculum standards. Students can use appropriate scientific terminology. They have developed age-appropriate knowledge and understanding of physical, life, and earth sciences and have developed observation skills. However, students in Phase 2 do not follow a scientific method to conduct experiments or make observations based on an agreed hypothesis or relevant prediction. In Phase 4, students can analyze, interpret, and draw conclusions in a scientific experiment. However, their inquiry and investigation skills are still developing.
- Over the past three years, the school's internal data analysis indicates that most students in phases 1, 2, and 3, and a large majority in Phase 4, have consistently attained levels above curriculum standards.
- School's internal assessment data for the academic year 2023-24 indicates most students in Phases 1, 2, and 3, and a large majority of students in Phase 4, make better than expected progress from the beginning by the end of the year.

- In lessons and recent work, a large majority of students in all phases make better-than-expected progress from their starting points. In lessons, the students in phases 1,2 and 3 participate in experiments and communicate their learning. Students in Phase 4 demonstrate higher levels of thinking by drawing inferences from scientific research. However, students in all phases need to plan their experiments or investigations and make better progress in demonstrating skills in real-life problem-solving.
- The school's assessment data indicates that boys and girls in phases 1, 2, and 3, high attainers and gifted and talented students in phases 2, 3, and 4, and students with additional learning needs, including students of determination In phase 3, make outstanding progress. Boys and girls in phase 4 make very good progress. However, the progress of students with additional learning needs, including students of determination and low attainers, is below that of other groups, especially in phases 1, 2, and 4. In lessons, there are no notable differences in the rate of progress of different groups.

Next Steps:

1. Improve students' inquiry and investigation skills in all phases.
2. Enhance students' experimentation skills using the scientific method in Phase 2.
3. Enhance students' data analysis skills applying scientific thinking to real-life situations.

Learning Skills

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	Very Good 	Very Good 	Very Good 	Very Good

Findings:

- Students across all phases demonstrate enjoyment of learning, are actively engaged during lessons, and are keen to learn and take responsibility for their progress. This is particularly evident in Phase 4, where students consistently take ownership of their learning. Students know their strengths and weaknesses and can articulate what they need to do to improve their work.
- Group work is a regular feature in lessons, with students working in mixed-ability groups to complete tasks, although sometimes, in phases 1, 2, and 3, higher-ability students control the work being produced. Students interact well in lessons, collaborating purposefully to create work, sharing their work through group presentations, and presenting to the whole class, which leads to students questioning each other about their presentations. In all phases and almost all subjects, students listen to the views of others and provide feedback.
- In all subjects, students make meaningful connections between their work and their experiences of everyday life. They make particularly good connections between their learning and their understanding of UAE culture and society, for example, when discussing the importance of trade to the national economy. Students connect different learning areas, especially when using their mathematical skills to use scientific formulae correctly.
- Students' innovation skills are developing, they have few opportunities for wide-ranging research. Students can develop enterprise skills when performing in dramatic or musical presentations or supporting lower-attaining students' learning. Students think critically about problems in all subjects, but they do not always have access to more than one or two sources to find out more for themselves. Students do not always have access to technologies to support their learning in lessons in any subject, for investigation or research.

Next Steps:

1. Encourage more balanced group dynamics, ensuring higher-ability students share responsibilities equally, and all group members contribute to tasks in phases 1, 2, and 3.
2. Increase students' opportunities for wide-ranging research and access to multiple sources, fostering innovation and independent inquiry across all phases.
3. Incorporate technology in lessons to enhance students' research, investigation, and critical thinking skills, allowing them to explore topics in greater depth in all phases.

PS2: Students’ personal and social development, and their innovation skills

Personal Development

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

Findings:

- Students in all phases have positive and responsible attitudes toward their learning. They are self-reliant and seek and respond well to critical feedback that helps them improve, especially in the higher phases. Students enjoy coming to school and enjoying lessons.
- Students behave well across the school. They understand the school behavior code of conduct and are friendly and courteous to adults and each other. However, in Phase 1, students are sometimes self-disciplined and sometimes need reminders from the teacher to keep focused. Bullying in the school is rare.
- Students' relationships with each other and their teachers are friendly and consistently respectful. In lessons, students are sensitive to the needs of others, including those with special educational needs, and willingly help when requested. They cooperate exceptionally well with one another, fostering an inclusive environment.
- Students are developing a positive understanding of healthy eating. They participate in sports clubs after school and generally demonstrate a secure understanding of what constitutes healthy and unhealthy food choices. However, their engagement in physical activities in school is limited, particularly in Phase 4.
- Attendance is very good, at 96%. Almost all students arrive at school and to lessons on time.

Next Steps:

1. Increase opportunities for student engagement in physical education and promoting healthier lifestyles in Phase 4.
2. Promote student’s skills to be more self-reliant, especially in phases 1 and 2.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Students in all phases demonstrate an adequate understanding of Islamic values and the impact of Islam on their lives. This is promoted through integrated lessons, assemblies, and daily recitation of the Holy Qur'an. Students have the potential to deepen further their understanding of how Islamic values shape everyday life in the UAE.
- Students across all phases demonstrate their appreciation and knowledge of UAE heritage and culture through active participation in national celebrations such as National Day, Flag Day, and Martyr's Day. This appreciation is further reflected in their involvement in GLOBEX celebrations and the Model United Nations. However, they only occasionally participate in activities outside the classroom or external trips and visits to enhance their learning.
- Students understand and appreciate their own culture across all phases. However, their knowledge of other world cultures and the similarities and differences between the UAE and these cultures is underdeveloped.

Next Steps:

1. Increase student's participation in cultural activities across the school.

Social responsibility and innovation skills

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

Findings:

- In phases 3 and 4, students participate in activities that benefit the school and broader community through the school council. They regularly engage in charity events and fundraisers, including the Red Crescent. Students in phases 1 and 2 have limited opportunities for volunteering.
- Students are motivated to learn in lessons. They enjoy participating in projects and working with others but lack initiative. Students' innovation, enterprise, and entrepreneurial skills across all phases are limited to the student council.
- Students across all phases demonstrate an understanding of environmental awareness. They engage in activities like recycling. Their involvement and participation in sustainability-promoting activities and comprehension of how they can contribute to the environment beyond recycling in the school are variable.

Next Steps:

1. Expand student volunteer opportunities in phases 1 and 2, fostering early involvement in community service and school-based initiatives.
2. Improve students' innovation, enterprise, and entrepreneurial skills across all phases.
3. Enhance students' understanding of environmental sustainability, promoting active involvement in broader environmental initiatives.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Teachers across all phases demonstrate a solid knowledge of their subjects and the varied approaches required to support student learning. They effectively apply their subject knowledge to make learning engaging and meaningful. Across all phases, teachers set learning objectives and ensure that students understand what is expected of them.
- Teachers plan purposeful lessons aligned with curriculum standards that cater to the range of abilities and identify how student progress can be maximized. In most lessons, resources are used to support progress. In phase 1, available resources provide a rich learning environment, and classrooms are sometimes designed to provide a stimulating learning environment. ICT and learning technology are occasionally used in lessons in all phases. Teachers across all phases manage lesson time effectively to ensure that the lesson pace challenges a large majority of students.
- Teachers use questioning that engages students in meaningful discussions and builds on previous learning across all phases. Questioning techniques teachers implement across phases deepen students' knowledge and engage them to think critically about what they are learning.
- Teachers use various strategies to engage students in learning by grouping them into similar and mixed-ability groups and providing specific tasks and activities for each group. In phase 1, classroom assistants support lower-attaining children. In other phases, shadow teachers work with students of determination to ensure they make at least expected progress. In lessons, higher attainers, gifted and talented students are usually challenged, often through extended writing tasks.
- Teachers encourage problem-solving and critical-thinking skills as students move through the school. However, teachers do not consistently develop the students' skills in innovation in lessons. Exploration is encouraged in the science lessons of phases 3 and 4. Across all phases, there is scope to enhance the integration of technology to encourage student independent research.

Next Steps:

1. Further enhance the learning environment, providing age-appropriate resources and classroom setups in phase 1.
2. Integrate ICT and learning technologies consistently across all phases to support independent learning and promote student innovation and critical thinking.
3. Further develop questioning techniques that encourage deeper thinking and critical engagement, particularly in the lower phases.

Assessment

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

Findings:

- Internal assessment processes at the school are mainly coherent and consistent, linked with curriculum standards. They provide clear measures of students' achievements across all core subjects but are not always reliable in accurately measuring student knowledge, skills, and understanding.
- In Grades 10 and 12, students are externally assessed against CBSE English, mathematics, and science standards. In Arabic and Islamic education in Grade 12, there are external MoE examinations. In grades 3 to 9, students undertake ACER IBT as an external maths, science, and Arabic assessment. The school participates in international TIMSS, PISA, and PIRLS assessments to benchmark students' English, mathematics, and science attainment.
- School and subject leaders analyze assessment data to evaluate children's and student's attainment and progress. Information is gathered from internal, external, and standardized test scores. The data separates different groups of students, including boys, girls, higher and lower attainers, gifted and talented students, and students of determination, and identifies their progress against starting points over time. This information is shared with teachers and is used by them to influence teaching and identify gaps in learning across all phases.
- The majority of teachers effectively use assessment information to inform their teaching strategies. However, learner information is often general and does not always enable teachers to personalize learning for different groups of students, particularly lower-attaining students.
- Teachers have a reasonable knowledge of the strengths and weaknesses of individual students in their class. They offer feedback to students in lessons, although the quality of formative feedback in workbooks is inconsistent. Students are occasionally encouraged in lessons to assess their learning and that of their peers. Levels of challenge offered to students in lower grades are not always personalized to individual students.

Next Steps:

1. Improve the accuracy of internal assessments to ensure they reliably measure students' knowledge, skills, and understanding across all core subjects.
2. Enhance teacher's use of assessment data to personalize better learning for different groups, particularly lower-attaining students.
3. Standardize the quality of formative feedback in workbooks across all phases, ensuring that feedback is constructive and helps students identify specific steps to improve their performance.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the Indian National Curriculum Framework (NCF) for grades 1 to 12. It is fully licensed to prepare students for Central Board of Secondary Education (CBSE) examinations in the secondary phase. The school’s vision is closely aligned with CBSE and UAE national priorities. The curriculum rationale is clearly stated, and the school meets all statutory requirements. The curriculum aligns with the MoE requirements for Arabic medium subjects. In KG, in phase 1, the taught curriculum does not provide sufficient opportunities for children to learn through play and develop their creativity and exploration skills. The subjects and programs in all grades offer sufficient breadth and balance of knowledge and skills by providing students with a range of learning opportunities in key subjects.
- The taught curriculum planning is systematic and mapped across grades, ensuring the continuity and progression of the topics in each phase. The progression of learning between phases is systematically planned. The planning in all phases considers the existing knowledge or starting points of groups of students. However, planning does not fully align with lower-attaining students. As a result, there are gaps in these students learning, and they are not adequately prepared for the next stage in their education.
- The curriculum offers subject choices to sufficiently meet the needs of the majority of the students in phase 4. The two subject streams, humanities and sciences, offer students an adequate range of elective choices. Consequently, a majority of the students choose to continue their education from phase 3 to 4 in the school.
- Cross-curricular links are planned in most subjects. However, they are inconsistently applied in lessons. As a result, students’ transfer of learning between areas of learning is inconsistent across subjects and phases.
- The school undertakes reviews and modifications of the curriculum at the end of each school term to ensure that most students’ academic learning needs are met. Curriculum plans have been modified to align the learning objectives with international benchmarking standards. However, the modifications have not yet had an impact on student outcomes.

Next Steps:

1. Enhance the Phase 1 curriculum to promote activities that offer opportunities for creativity and exploration.
2. Adapt curriculum planning to better address the needs of lower-attaining students, ensuring alignment with their starting points and closing learning gaps to prepare them for the next stage of education.
3. Strengthen the application of cross-curricular links in lessons across all phases to improve students' ability to transfer and apply knowledge between different subjects.

Curriculum adaptation

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

Findings:

- The curriculum is planned to meet the learning needs of most students. The Special Educational Needs Coordinator (SENCO) modifies the curriculum for the identified students with additional learning needs, including students of determination. This modification provides appropriate support for students by the shadow teachers in lessons. Few effectively planned modifications are made for the students of determination and different abilities in lessons across subjects and phases. Adaptations for meeting the needs of lower—and higher-attaining students and the more able students are inconsistent.
- The curriculum provides interesting and varied learning opportunities and thus engages most of the students in learning. Student participation in exhibitions and field trips across phases positively impacts the student's academic outcomes. A few students participate in the after-school coaching programs to nurture their talents in sports and swimming. The established partnerships with the local community ensure that most higher-phase students participate in adequate voluntary work. Almost all students in any phase make donations to charity drives. However, the opportunities for the development of students in innovation and enterprise skills are not fully developed.
- The school curriculum provides appropriate opportunities for students to develop an understanding and appreciation for the UAE National Identity. Displays in the corridors and classrooms, school assemblies, and functions enable all students to develop a clear understanding of the UAE's values and culture. Students have integrated learning opportunities in Arabic, Islamic education, and social studies to demonstrate UAE values and culture.

Next Steps:

1. Ensure teachers successfully modify the curriculum to meet the specific needs of different groups of students in lessons.
2. Expand opportunities for students to develop innovation and enterprise skills in all phases.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has rigorous procedures for the safeguarding of students, including child protection measures, which staff, students, and parents understand well. These arrangements are outlined in a written policy shared with all stakeholders, and all employees sign to confirm they have read and understood it. Staff receive mandatory training on child protection and safeguarding, with attendance recorded and a central register maintained for all employees. The school actively works to protect students from all forms of bullying, including online and educates them on Internet and social media safety. The use of digital devices and internet access is closely monitored to ensure student safety at all times.
- The school provides a very safe, clean, and secure environment for both students and staff, with regular safety checks to meet the highest health and safety standards. A dedicated health and safety committee is in daily contact to address any urgent concerns. Student supervision is highly effective and strictly enforced, including on school transport. However, there are inconsistencies in supervision when students move between classes. Regular fire evacuation drills are conducted, and the most recent drill saw the entire school evacuated in 4 minutes and 10 seconds, meeting Civil Defense regulatory requirements.
- The school's buildings and equipment are very well-maintained, and the facilities team is responsible for keeping maintenance records organized and accessible. These records include warranties and compliance information. However, some maintenance issues exist, such as unshaded playground areas. Additionally, the canteen is closed.
- The school premises offer a very safe learning environment for everyone, including those with mobility issues, with ramps and lifts throughout. All specialist facilities are accessible. The school provides a very safe and secure classroom and indoor facilities for the children in KG. There are suitable outdoor spaces.
- The promotion of safe and healthy living is effectively integrated into school life. Nurses provide support and run awareness campaigns, though efforts to address the needs of overweight (22%) and obese (8%) students are still being developed. Fresh drinking water is readily available while the canteen is closed due to unmet standards. The school also encourages healthy lifestyles through daily exercise and movement, physical education lessons, and school-wide activities.

Next Steps:

1. Improve student supervision during transitions between classes to ensure consistency in safety measures across all areas of the school.

2. Address maintenance issues, including installing shaded playground areas and reopening the canteen after it meets the necessary health standards.
3. Enhance efforts to promote healthy lifestyles and support overweight and obese students while continuing to integrate healthy living into school activities.

Care and support

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

Findings:

- Staff and students enjoy positive, courteous relationships based on mutual respect and understanding. The school's comprehensive behavior policy sets out effective arrangements for managing behavior. All stakeholders understand and follow behavior protocols displayed around the school and on the website. Students' behavior is exemplary in class and around the school campus.
- School leaders' systems for managing attendance and punctuality are successfully implemented. Students are rarely absent from school; almost all arrive punctually in the morning and at the start of lessons.
- There are thorough systems in place for identifying students of determination (SoD), with the result that 38 students (1%) are now recognized. Students are assessed on entry to the school and at the beginning of and during academic years. School leaders use assessment outcomes, including CAT4 scores and parent and teacher referrals, to ensure that staff recognizes and acknowledges specific needs. Effective assessment processes have identified 32 gifted and talented students in academic subjects and 18 with gifts and talents in culture, music, or other areas. Where appropriate, students follow individual education plans or advanced learning plans. The plans do not clarify the role of parents in assisting with learning and reviews.
- The school provides effective support for SoD and the gifted and talented so that they make better than expected progress from their starting points. SoD's are supported in most lessons with suitably modified work. There is a lack of suitable work planned in a few lessons, and students do not know how to improve achievement. Pull-out classes for a few students provide appropriate reading, writing, and numeracy support. Pull-out sessions do not always facilitate using resources and equipment that address students' particular needs. The school offers in-school support services (ISSS) for students with additional learning needs. The quality of challenge for gifted and talented students is inconsistent in lessons. These students have opportunities to extend their gifts and talents in school clubs.
- Teachers, school nurse, and trained counselors efficiently monitor students' well-being and personal development. Effective procedures identify and support students. Helpful systems guide and support students as they prepare to leave school, which students and their families appreciate. These include strong links with local and international universities and growing contacts with vocational and further education centers.

Next Steps:

1. Ensure that all teachers provide suitably modified work to enable students of determination to fully engage in lessons.
2. Improve the level of challenge for gifted and talented students in lessons.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good 

Findings:

- The principal has set a clear, strategic direction for the school which is shared by the vice-principal and the school community. The middle leadership teams share the senior leader's vision of a fully inclusive school that sets high standards for the students and staff and which aligns with the UAE's national priorities. The principal and the senior leaders work well as a team and take responsibility for key aspects of teaching, learning, and assessment. A key developmental focus is on meeting the UAE National Agenda targets in international examinations such as TIMSS, PIRLS, and PISA.
- Senior leaders demonstrate a thorough understanding of the curriculum and best practices in teaching, learning, and assessment. Leaders promote new methods of teaching and learning that embrace experiential and conceptual learning to raise attainment and progress in all phases. Most middle leaders have a similar understanding of effective practice and are generally successful in establishing a learning culture that promotes good teaching and learning. However, these methods are not yet securely embedded in all classes and grades.
- A positive learning culture has been established throughout the school, which promotes students' self-esteem and well-being. Relationships throughout the school are good and are based on mutual respect. Morale throughout the school is high, as evidenced by the high staff retention levels. Effective communication systems ensure the school operates smoothly and all staff know their roles and responsibilities. The middle leaders have been given greater responsibility for ensuring that effective teaching and learning are consistent in lessons, for example, by organizing peer observation to share effective practice.
- The senior leaders are aware of most areas where improvement is necessary and are effective in implementing strategies for improvement, such as introducing a more rigorous approach to teachers' planning. They ensure students' attainment is high in the CBSE external assessments. However, there is less focus on the other external assessments, such as IBT; consequently, the student's performance is not as strong.
- Leaders have sustained a very good level of performance and improvement in student outcomes. Leadership ensures that the school is compliant with statutory requirements. They hold staff accountable through regular analysis of student performance. Overall, the school leaders' capacity to improve the school is good.

Next Steps:

1. Ensure that all leaders, particularly the middle leaders, know their role in applying the most effective teaching practices in lessons.
2. Ensure that all leaders know their role in raising the standards achieved by the students and communicate this effectively to the class teachers for whom they are responsible.

3. Develop a more comprehensive approach to ensuring that teachers use assessment data more effectively in lessons to raise students' outcomes, particularly in all external assessments.

School self-evaluation and improvement planning

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

Findings:

- The school's processes for evaluating its provision draw evidence from various sources, including parental surveys and observation of lessons conducted by senior and middle leaders. Evidence is also drawn from analyses of assessment data, including internal and external assessments. Not all of the external data is taken into consideration. Senior and middle leaders generally clearly understand the school's strengths and where it needs to improve.
- The senior and middle leaders monitor the work of the teachers in their classrooms in a systematic manner, recording their observations and reporting their findings to the teachers. These evaluations mainly focus on the teaching element of the lesson rather than the attainment and progress students make in their learning. Consequently, the outcomes of the internal evaluations do not always give the leaders a complete insight into the impact of the teaching on students' achievements.
- The school improvement plan (SDP) is based on the school self-evaluation and the priorities for development identified in the previous inspection report. The SDP identifies an appropriate range of strategies to be deployed and identifies key staff responsible for leading the developments along with key milestones and dates for review. While there are some action plans to underpin these strategies, the specific targets within these are not SMART, nor do they refer consistently to raising the quality of the student's attainment and progress.
- The school has made good progress in addressing some of the areas for development, particularly in consolidating the improvements in the Arabic-medium subjects, improving Arabic as a second language in phase 3, and identifying students with additional learning needs. However, other areas remain to be developed, such as raising the overall standard of teaching so that at least three-quarters is very good.

Next Steps:

1. Incorporate a broader range of external assessment data in the school's evaluation processes to ensure a more comprehensive understanding of student performance and progress.
2. Ensure the focus of classroom evaluations includes both teaching quality and student attainment and progress, providing leaders with a clearer insight into the impact of teaching on student outcomes.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

- Parents are successfully engaged in students' learning and school life, participating in the school's activities, occasions, and celebrations. Their involvement makes a positive contribution to the school community. Parents know the school's priorities and action plans, and their views and feedback are sought through surveys and meetings. Workshops are conducted for some parents, such as career counseling sessions where they effectively plan their children's personalized programs.
- Parents are informed about their children's learning, including parents of students with additional learning needs and students of determination, through various methods such as the school diary, website, and Class Dojo. The school welcomes parents when they have a problem and effectively addresses any concerns.
- The school shares report cards with parents on a termly basis. The report card provides an assessment of student's achievements in all subjects and information about their attendance. However, it does not specify strengths and areas for improvement in students' learning or their personal and social development.
- The school contributes to local and national communities through charitable initiatives and collaborations with organizations such as the Red Crescent and Al Ahaliya Hospital for food distribution on Labor Day. Leaders have also established partnerships within the Indian School Community and other schools, positively impacting students' learning. However, the school's partnerships with international organizations are insufficiently developed.

Next Steps:

1. Enhance report cards to provide more comprehensive information on the strengths and progress of students.
2. Develop partnerships with international organizations to broaden students' global perspectives and provide additional opportunities for learning and development.
3. Involve more parents in the school's work and as partners in learning.

Performance Indicator	Quality judgement
Governance	Good

Findings:

- The Board of Governors is composed of seven permanent members and 5 representatives from community organizations. Board members are regularly present in the school and they seek the opinions of parents through surveys and meetings with parents' representatives. The Board has a clear vision of how the school serves its community.
- The Board has a system for holding the principal and senior leaders accountable, using information from meetings, principal's reports, and stakeholder satisfaction surveys. This keeps the Board aware of how the school is progressing and how well the relationships with key stakeholders are maintained.
- The Board has ensured that all staff are suitably qualified and that regular professional development opportunities are provided for teaching and management staff. Teaching and learning resources are adequate, although the availability of digital technologies is limited. The Board is effective in ensuring that all statutory requirements are met at the school.

Next Steps:

1. Increase the availability of digital technologies in the school to support teaching and learning, ensuring students and staff access modern resources that enhance educational outcomes.
2. Strengthen the Board's engagement with the wider school community.
3. Enhance the role that the Board has in developing and reviewing the school's Internal Evaluation Report and the School Development Plan.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the school's daily operations and procedures are effective, including managing arrival and dismissal times, which are carried out efficiently to ensure that lessons and activities start on time and run smoothly. The lesson timetable is designed to reduce any loss of learning time. Occasionally, students arrive late to their next class while moving from one classroom to another.
- The school is appropriately staffed, and all teachers are qualified to teach their subjects. Teachers benefit from regular staff development initiatives aimed at improving the consistency and quality of teaching throughout the school, closely aligned with the school's priorities.
- The premises are adequate, and specialized facilities are available to accommodate students' learning needs, including science rooms, outdoor spaces, a library, and resource rooms for students with additional learning needs, including students of determination. However, more consideration should be given to optimizing the use of kindergarten spaces. The classroom areas are spacious, but the furniture does not facilitate collaborative learning activities.
- Resources are sufficient to support adequate teaching and learning, ensuring that education is accessible to all students. However, the latest learning technology is not a strong aspect limiting students' ability to conduct independent research. Overall, classroom resources are adequate.

Next Steps:

1. Improve student punctuality between classes, ensuring smooth transitions between lessons.
2. Optimize the use of kindergarten spaces to facilitate collaborative and play-based learning activities.
3. Increase the availability and use of modern learning technologies in classrooms to enhance teaching, learning, and independent research across all phases.

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