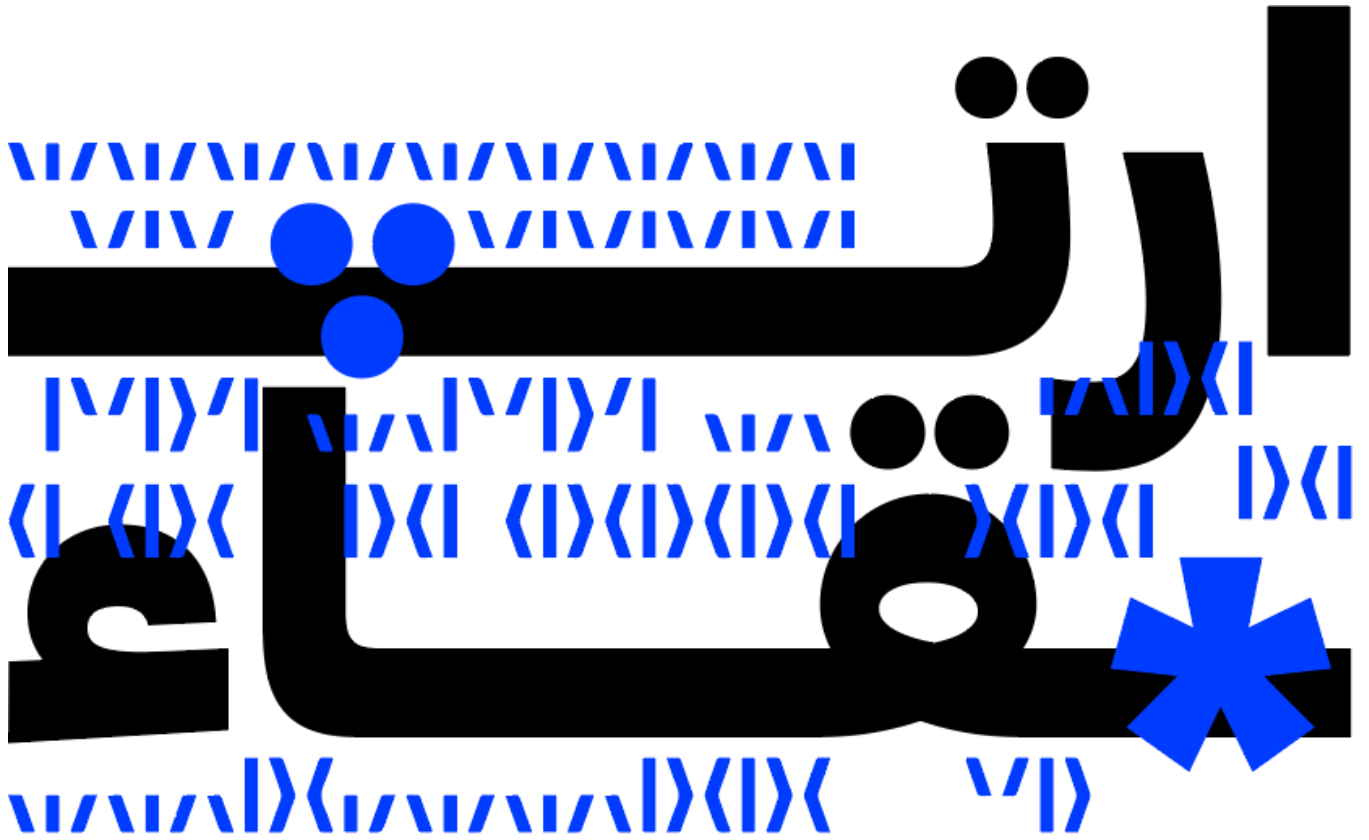




Irtiqa'a School Inspection

AY 2024/25

Al Saad Indian School

Rating: Very Good

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School Information

General Information		
	Name	Al Saad Indian School
	Esis Number	9248
	Location	7, Abdullah Bin 'Awn St, Al Bateen, Al Ain, 33004
	Website	http://www.bhavansalain.com
	Telephone	037852232
	Principal	BHAVNA GUPTA RAMESH PRASAD KAUSHAL
	Inspection Dates	21 to 24 Oct 2024
	Curriculum	Indian

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	789
Number of Emirati students	1
Number of students of determination	22
Largest nationality group of students	India - Pakistan - Afghanistan

Information On Teachers

Number of teachers	68
Nationalities	India - Egypt - Sri Lanka
Number of teaching assistants	16

Changes since the previous inspection

Since the school's previous inspection in 2021, the overall performance judgment improved from good to very good, reflecting enhancements in the quality of core areas.

Overall, students' achievement in Arabic-medium subjects has shown improvement across various phases. While some phases have demonstrated notable progress, others have maintained their performance levels, with no regression being observed. Arabic as a second language, Islamic education, and UAE social studies were not inspected during the previous inspection in phase 1. Students' attainment in Islamic education remained good in Phases 2 and 3; however, it improved from good to very good in Phase 4, while progress has consistently remained good. Similarly, students' attainment in Arabic as a second language remains good across the three phases. Progress in Phase 2 has also remained good, while in Phases 3 and 4, it improved from good to very good due to enhanced teaching quality in the higher phases. Additionally, progress and attainment in social studies improved from good to very good in all phases, due to better monitoring of teaching provision and teachers' training programs.

English-medium subjects have shown overall improvement, with some phases showing progress, others maintaining previous performance levels and some experiencing regression. In Phase 1, students' attainment in the English medium subjects (English, Math, and Science) has remained good, while progress has improved from good to very good due to new teaching strategies implemented in Kindergarten (KG). In Phase 2, students' attainment in English has improved from good to very good and has remained at this very good level in Phase 3. However, students' progress in English remained good in Phase 2 but regressed from very good to good in Phase 3.

In phase 4, attainment in both English and science is now evaluated as outstanding, compared to the previous report where it was rated as very good. This is attributed to the high level of student performance in external assessments and students meeting their PISA targets.

For math, students' attainment has remained very good in Phase 2 but has regressed from very good to good in Phases 3 and 4. These declines are attributed to lesson activities not being adequately aligned with the students' learning needs. Similarly, students' progress in math has followed the same pattern as attainment, regressing from very good to good in Phases 2, 3, and 4. This regression is primarily linked to students' performance in lessons and their assessment outcomes.

As a result, students' learning skills have shown varying levels of performance across the phases. Phase 1 improved from good to very good, Phase 2 maintained its good level, and Phase 4 sustained its very good level. However, Phase 3 experienced a regression from very good to good. While students in Phase 3 are taking increasing responsibility for their learning and interact positively with each other, their progress in lessons has declined.

Performance Standard 2, related to students' personal and social development and their innovation skills, was not evaluated in the previous inspection but is now rated as very good in personal development across all phases. This is attributed to students' positive attitudes toward

learning, their respectful behavior, and punctuality. Students' understanding of Islamic values, awareness of Emirati and global cultures, and social responsibility are all rated as good, reflecting their respectful relationships with staff and willingness to support one another. Students demonstrate a strong understanding and appreciation of Islamic values and UAE heritage. They also engage meaningfully in activities that celebrate their own and other cultures, showcasing their awareness of diversity and traditions.

Teaching quality varies, especially in Phases 1 and 4, where it has improved from good to very good, while Phases 2 and 3 have consistently maintained a good level. Teachers effectively engage students in lessons, especially in English-medium subjects and upper grade levels, while also providing opportunities for critical thinking and problem-solving. However, the efficient use of time is not always evident, and there is a lack of effective differentiation to meet the diverse needs of all students.

Assessment remains good in Phases 1 and 2 and very good in Phases 3 and 4. Previously, data was not incorporated into lesson plans; however, it is now included for Grades 1 to 12, with plans to extend this practice to the Kindergarten level, as indicated by the principal. For Grades 1 to 5, the school utilizes the ClassKlap program for assessments, which offers personalized revision sheets for students—a system implemented at the beginning of the current academic year.

Performance Standard 4 (PS4), which pertains to curriculum design and adaptation, was not included in the previous inspection process, but both elements are now evaluated as good across all phases. The curricula provide varied learning opportunities that prepare students very well for further study. While the curricula are systematically reviewed based on emerging assessment results, there is insufficient adaptation to extend all learners and cater to all students' needs.

The health and safety of students continue to be a strong feature of the school and continue to be evaluated as outstanding, as at the previous inspection. The school maintains a robust system for safeguarding students, comprehensive health and safety protocols, and well-equipped facilities, complemented by programs promoting student well-being. The care and support of students, though still a strong aspect of the school, is now evaluated as good, a regression from its previous outstanding rating. This decline is attributed to the absence of in-school support services (ISSS) for students with additional learning needs, including students of determination, and the relatively low identification rate, currently at 2.79%.

Leadership effectiveness and self-evaluation have improved from good to very good, reflecting the successful implementation of initiatives aimed at enhancing student learning. Partnerships with parents and governance have maintained their very good ratings from the previous inspection, while management continues to be evaluated as good. The improvement in leadership is partly attributed to the appointment of a new Vice Principal in September 2021 and the strategic increase in staffing. The school has added an additional inclusion teacher, raising the total to two to better support students of determination, and has increased the number of teachers to accommodate rising student enrollment. Additional adults have also been introduced into all KG classrooms, alongside the adoption of activity-based learning strategies in the KG, demonstrating leaders' commitment to supporting early learners. However, as these initiatives were implemented during the current academic year, their full impact is not yet evident. The school has also made significant investments in sports facilities, enabling student

success at events such as the National Volleyball Championships in India. The range of sports activities offered has expanded substantially, from 34 to 55, and new community partnerships have been established to further enrich student opportunities and engagement.

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

The school has established a commitment to benchmarking students' attainment against international standards. In 2019, the school entered students for the TIMSS (Trends in International Mathematics and Science Study) assessment. The school participated in both the PIRLS (Progress in international Reading Literacy Study) 2021 and the PISA (Program for International Student Assessment) 2022. The school has targets for all three international benchmarks. However, there is no comparative data as the school has only entered students for these assessments once.

Leaders demonstrate a clear understanding of the importance of measuring academic achievement against other schools nationally and internationally. They conduct comprehensive analysis of the results to pinpoint the areas where students have struggled. Consequently, data driven changes have been put in place, and curriculum modifications made, to address areas where the school performed less well, such as geometry, probability, life sciences and physics. Changes include incorporation of assessment-similar question styles into lessons, practice papers and internal assessments to improve students' performance. Teachers also undertake specific professional development to support them in preparing students for these examinations.

Performance in standardized and international assessments

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

Standardized Assessments

In grades 3 to 9, students sat for the EI ASSET in math, English, and science.

In the AY2023/24, the attainment of students taking the EI ASSET for mathematics is outstanding in Grades 3 to 5, very good in Grade 6, good in Grade 7, and weak in Grades 8 and 9. In terms of progress, students in Grades 6 to 9 make weak progress, those in Grade 4 make acceptable progress, while students in Grade 5 make very good progress.

In the AY2023/24, the attainment of students taking the EI ASSET for science is outstanding in Grades 3, 5, and 6 and very good in Grades 4, 7, 8, and 9. Regarding progress, students in Grades 4, 5, 7, and 8 make weak progress, while those in Grades 6 and 9 make acceptable progress.

In the AY2023/24, the attainment of students taking the EI ASSET for English is outstanding across Grades 3 to 7 and very good in Grades 8 and 9. External data on progress indicates that students in Grades 4, 7, and 8 make weak progress, those in Grade 9 make acceptable progress, students in Grade 5 make good progress, and those in Grade 6 make very good progress.

Grades 10 and 12 students sat for the Central Board of Secondary Education (CBSE) English, math, science, chemistry, biology, and physics exams.

Results of the CBSE assessments taken by students in grades 10 and 12 indicate that most students attain above curriculum standards in English, and the majority attain above curriculum standards in math. In science, most grade 10 students attain above curriculum standards, the majority of grade 12 students attain above curriculum standards in physics and most attain above standards in biology, while most grade 12 students attain in line with the curriculum standards in chemistry.

Most students attain above curriculum standards in MoE assessments in Arabic and Islamic Education for Grade 12.

International Assessments: TIMSS, PISA, PIRLS

15-year-old students participated in the PISA 2022. In mathematical literacy, the school did not meet the target of 491.7, with a score of 467.5. In reading literacy, the school exceeded the target of 450.9 with a target of 473.6. Scientific literacy has the highest result at 493.9, exceeding the school target at 469.3.

In PIRLS 2021, grade 4 students attained a score of 576, which is in the High International Benchmark bracket, which is above the Abu Dhabi private school score of 483 and all UAE school score of 460.

Students of grades 4 and 8 participated in TIMSS assessment for the first time in 2019. In Grade 4, students attained within the intermediate international benchmark range with an overall score of 502 in mathematics and 515 in science. Students in Grade 8 attained scores within the intermediate international benchmark in mathematics with a score of 525 and within the high international benchmark range in science with a score of 571.

Reading

The school has a library containing approximately 6,000 books, with a majority in English, and a smaller selection in Arabic, Hindi, and Malayalam. The library is well-stocked with age-appropriate fiction and non-fiction materials, including works by modern authors and older classics, along with magazines and journals. Books that support the curriculum in subjects such as science and technology are also available. The library is spacious, furnished with desks and chairs, and students have access to reading corners in a minority of classrooms. However, there are currently no electronic devices in the library, and the school does not have access to national or international online libraries.

The librarian supports in promoting reading across the school, particularly during weekly library lessons. The librarian maintains a record of student book choices, and students are encouraged to visit the library during breaks and lunchtime to borrow and return books. A minority of classrooms do have reading corners to foster a love of reading. The school participates in various reading initiatives, such as the annual Al Ain Readathon, and students regularly participate in local and national reading competitions.

Reading and comprehension skills are promoted across all subjects. In English, students engage with texts and stories from the curriculum and other class reading books, allowing them to explore different genres and develop critical thinking skills through activities like re-enacting episodes from stories or engaging in debates. In other subjects, such as social studies, mathematics, and science, there is a strong focus on developing students' technical vocabulary through reading and comprehension exercises. Although the school has a reading action plan, there is no formal whole-school reading scheme in either English or Arabic.

The school's development plan includes a focus on improving students' analytical reading skills. To support this, students are encouraged to attend book fairs, participate in activities like "Drop Everything and Read," and engage in reading challenges in class. The librarian and teachers monitor students' reading achievements through class assessments, participation in competitions, and ongoing tracking of their progress. Reading achievements are communicated to parents through regular meetings, and the school encourages parental involvement in supporting their children's reading development at home.

Strengths of the school

1. Students' achievement across the majority of subjects, with notable improvement in phase 4.

2. Students' personal development, behavior, and positive relationships with all members of the school community.
3. The quality of health and safety arrangements, including robust measures for child protection and safeguarding.
4. Students' understanding and appreciation of Islamic values, UAE heritage, and culture.
5. The effectiveness of leadership in cultivating a positive learning environment, supporting staff development, and driving high standards and ongoing school improvement.
6. The strong and productive partnership between parents and the school.

Key Recommendations

1. Raise the standards of achievement to at least very good in all subjects by:

- ensuring that activities are sufficiently challenging to develop the critical thinking skills of high attainers and gifted students, while further enhancing their achievement by expanding opportunities to use technology to support and strengthen their independent research skills.
- expanding the use of learning technologies and critical thinking activities to further support students in developing innovative solutions, conducting independent research, and enhancing problem-solving skills.
- encouraging students to make regular and meaningful connections between areas of learning by incorporating interdisciplinary projects that deepen their understanding and relate learning to real-world contexts.
- providing more opportunities for students to engage in real-world problem-solving activities that enhance their mathematical understanding and application skills across all phases.

2. Further improve the quality of teaching, learning and assessment by:

- providing more opportunities, particularly in lower phases, for students to develop, use, and apply skills of independent research, innovation, creativity, and problem-solving.
- improving the quality of marking and feedback provided by teachers, so students know what they need to do to improve their work in a manner appropriate to their age and stage of development.
- making more efficient use of time to ensure that students can complete all tasks, including the plenary, to a high level.

3. Strengthen leadership and management by:

- ensuring that the SEF is evaluative rather than descriptive and contains areas for improvement, with all leaders at every level rigorously use and refer to the framework when making judgments.
- improving the school development plan so it can be robustly monitored and measured for impact on student outcomes.
- ensuring that attendance and punctuality improve to be at least very good across all phases.

Overall School Performance: Very Good

PS1: Students' achievements					
Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good	Good	Good	Very Good ↑
	Progress	Good	Good	Good	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	Good	Good	Good
	Progress	Good	Good	Very Good ↑	Very 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	Very Good ↑	Good	Good ↓	Outstanding ↑
Mathematics	Attainment	Good	Very Good	Good ↓	Good ↓
	Progress	Very Good ↑	Good ↓	Good ↓	Good ↓
Science	Attainment	Good	Very Good ↑	Very Good	Outstanding ↑
	Progress	Very Good ↑	Very Good ↑	Good ↓	Very Good
Learning Skills		Very Good ↑	Good	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	Good	Good	Good	Good
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 	Good	Good 	Very Good
Assessment	Good	Good	Very Good	Very Good

PS4: Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good	Good	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	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Good ↓	Good ↓	Good ↓	Good ↓

PS6: Leadership and Management

The effectiveness of leadership	Very Good ↑
School self-evaluation and improvement planning	Very Good ↑
Parents and the community	Very Good
Governance	Very 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	Good	Good	Very Good ↑
	Progress	Good	Good	Good	Good

Findings:

- The attainment data analyzed by the school against the Ministry of Education (MoE) curriculum standards for the academic year 2023/2024 indicate that most students attain above curriculum standards across all phases. This high level of attainment is not reflected in the lessons observed or in students’ work.
- The school has no external national or international assessments for Grades 1-11. Grade 12 MOE exam results for the AY2023/24 indicate outstanding attainment.
- In lessons and their recent work, the majority of students in phases 1, 2, and 3, and the large majority of students in phase 4 demonstrate knowledge, skills, and understanding of key Islamic values and etiquette that are above the curriculum standards.
- Over the past three years, the attainment of students in phases 1, 2, and 4 has shown a consistent outstanding trend based on the school’s internal data. In phase 3, students’ attainment has seen an upward trend from very good in the AY2021/22 to consistently outstanding in the next consecutive years. Similarly, external assessment results over the past three years indicate that Grade 12 students who sat for the exams have consistently made outstanding outcomes.
- The school’s analysis of internal assessment data for the AY2023/24 indicates that the majority of students across all phases make better than the expected progress over time and from their starting point at the beginning of the academic year across the four phases.
- In lessons and in their recent work, the majority of students across all phases make better-than-expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.

- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. The school's analysis of internal data indicates that boys make good progress in Phases 1 and 4 but only acceptable progress in Phases 3 and 4. Girls show slightly better progress, making very good progress in Phases 2 and 3, outstanding progress in Phase 4, but only acceptable progress in Phase 1. No low attainers are identified across all phases, while high attainers make very good progress in Phase 1 and outstanding progress in Phases 2 and 3. There are no students with additional learning needs, including students of determination, in Phases 1, 2, and 4, while those in Phase 3 make acceptable progress. The progress of gifted and talented students is acceptable in Phase 2 and outstanding in Phase 3, with none identified in Phases 1 and 4. Lessons are delivered uniformly to all students, with no differentiated support provided to students of determination or low attainers, preventing them from making the expected progress. Their actual performance in lessons does not align with their potential due to a lack of challenge. Although data indicates that girls outperform boys, lesson observations reveal similar progress for both genders.

Next Steps:

1. Strengthen students' skills in making purposeful links between Islamic concepts and their everyday lives across all cycles.
2. Improve students' memorization and pronunciation of Quranic verses across all phases.

Arabic as a second language

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

Findings:

- The analysis of school internal assessment data against the Ministry of Education (MoE) curriculum standards for the AY 2023/24 indicates that most students across all phases attain above curriculum expectations in learning Arabic as a second language (ASL). 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 Grades 1-11. Grade 12 MOE exam results for the AY2023/24 indicate outstanding attainment.
- In lessons and in their recent work, the majority of students across all phases demonstrate listening, understanding, reading, and comprehension skills above curriculum standards. In Phase 1, students are still developing their phonics skills. Their reading skills are emerging, with most students being able to read simple words and sentences, though comprehension remains basic. Across all phases, students' vocabulary acquisition is still developing, limiting their ability to fully understand spoken language. Speaking skills are improving, with students forming simple sentences using familiar vocabulary. Writing skills are at an early stage, with frequent errors in spelling and grammar, and their written work lacks sufficient length and complexity.
- Over the past three years, the attainment of students in phases 1, 2, and 4 has shown a consistent outstanding trend based on the school's internal data. In phase 3, students' attainment has seen an upward trend from very good in the AY2021/22 and AY2022/23 to outstanding in the last AY2023/24. Similarly, external assessment results over the past two years indicate that Grade 12 students who sat for the exams have consistently made outstanding outcomes.
- The school's analysis of internal assessment data for the AY2023/24 indicates that the large majority of students in phases 1, 3, and 4 make better-than-expected progress, while phase 2 makes the expected progress in relation to individual starting points and the curriculum standards.
- In lessons and in their recent work, the majority of students across all phases make better-than-expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school analyzes assessment data to monitor the progress of different groups of students. The school analysis of internal assessment data indicates that boys make very good progress in phases 1, 3, and 4, while they make acceptable progress in phase 2. Girls make slightly better progress, with outstanding progress in phases 1 and 4, very good progress in phase 3, and acceptable progress in phase 2. There are no low-attaining students identified across all phases. High-attainers generally perform better than other groups, making outstanding progress in phases 1, 2, and 3, and very good progress in phase 4. The progress of students with additional learning needs, including students of determination, varies across phases, with phase 1 demonstrating very weak progress, phase 2 acceptable progress, whereas phase 3 outstanding progress. Gifted and talented students demonstrate very good progress in phase 2 and outstanding progress in phases 3 and 4. In lessons, students of determination and low-attainers are not provided with adequate support to make the expected progress. While school data suggests that girls, boys, high-attainers, and gifted and talented students make better than expected progress, their actual performance

in lessons does not reflect this due to a lack of challenge. The progress of boys and girls in lessons is similar.

Next Steps:

1. Enrich students' vocabulary to improve their comprehension skills.
2. Improve students' reading fluency, comprehension, and speaking skills in standard Arabic with proper pronunciation across all cycles.
3. Provide more opportunities for students to write at length, improving grammar, spelling, sentence structure, and punctuation.

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 AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students across all phases attain above curriculum standards. This high level of attainment does not reflect the level of lessons observed or students' work.
- The school has no external national or international assessments for Grades 1-9.
- In lessons and in their recent work, the large majority of students across all phases attain levels that are above curriculum expectations.
- Over the past three years, the attainment of students in phases 1 and 2 has consistently remained outstanding, as indicated by the school's internal data. Phases 3 and 4 have shown a similar trend, with students' attainment showing an upward trend, improving from very good in AY2021/22 to consistently outstanding levels in the following consecutive years.
- The school's analysis of internal assessment data for the AY2023/24 indicates that the large majority of students in phases 1, 2, and 4 make better-than-expected progress over time and from their starting point, while the majority of students in phase 2 make better-than-expected progress.
- In lessons and in their recent work, the large majority of students across all phases make better than the expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including students of determination and high and low attainers. The school's analysis of internal data indicates that boys make very good progress in phase 1, while their progress in phases 2, 3, and 4 is good. Girls outperform boys, with outstanding progress in phases 1, 2, and 4, and very good progress in phase 3. There are no low-attaining students identified across all phases; however, high attainers demonstrate outstanding progress in all phases, outpacing other groups. The progress of students with additional learning needs, including students of determination, is acceptable in phases 1, 2, and 3 but outstanding in phase 4. Gifted and talented students make outstanding progress in phases 2, 3, and 4, with none identified in phase 1. Boys and girls make similar

progress in lessons, although school data shows that girls outperform boys. High attainers and gifted and talented students would benefit from greater challenges in lessons to maximize their potential progress.

Next Steps:

1. Align lesson delivery with assessment outcomes to ensure that the high levels of attainment reflected in internal data are consistently observed in lessons and students' work across all phases.
2. Enhance lesson planning and differentiation to provide greater challenge for high attainers and gifted and talented students, enabling them to maximize their potential progress across all phases.

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	Very Good ↑	Good	Good ↓	Outstanding ↑

Findings:

- Analysis of the school's internal assessment data at the end of the academic year 2023/24 against the EYFS and CBSE curriculum standards indicates that most students in phases 1 and 4 and the large majority of students in phases 2 and 3 attain levels above curriculum standards. These high levels of attainment are not reflected in lesson observations and students' work in phase 1.
- The school has administered the EI ASSET in English to benchmark students' attainment. Results for the AY2023/24 indicate that most students in phases 2 and 3 and the majority of grade 9 students attain levels above international standards. The older students in Grades 10 and 12 have the option to be entered for the CBSE external examinations, and the outcomes of the AY2023/24 for the number of students who opt for these assessments are outstanding.
- In lessons and in their recent work, the majority of phase 1 students, the large majority of phases 2 and 3 students, and most of phase 4 students demonstrate knowledge, listening, and reading skills above curriculum standards.
- The school's internal data indicates that over the past three years, in phases 1 and 4, most students have consistently attained above curriculum standards. In phase 2, while most students attained above curriculum standards in the academic year 2021/2022, students' attainment regressed to a large majority attaining above curriculum standards in the last two academic years. Whereas phase 3 has seen a fluctuating trend, with the majority of students attaining above curriculum standards in the AY2021/22, this regressed to most students attaining in line with curriculum standards in the AY2022/23 but improved again to the large majority attaining above curriculum standards in the last academic year.
- The school's analysis of internal assessment data for the AY2023/24 indicates that the large majority of students in phases 1 and 4 and the majority in phase 2 make better than expected progress over time, while most students in phase 3 make the expected progress over time.
- In lessons and in their recent work, the large majority of students in Phase 1, the majority in Phases 2 and 3, and most students in Phase 4 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.

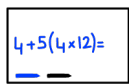
- The school provides progress data for most groups of students in English, except for low attainers across phases 1, 2, and 3 and high attainers in phase 1. Additionally, the school has not identified any gifted and talented students in Phase 1. Progress data indicates that the large majority of boys in phases 1 and 4 make better than expected progress, while most boys in phases 2 and 3 make the expected progress. Data indicates that most girls in Phase 1 and the large majority in Phases 2 and 4 make better than expected progress, while most girls in Phase 3 make the expected progress. Data for the progress of low attainers indicates that in phase 4, most low attainers make the expected progress. Data also indicates that the majority of high attainers in Phase 2 and most in Phase 4 make better than expected progress, while most high attainers in Phase 3 make the expected progress. Data further indicates that most gifted and talented students across phases 2, 3, and 4 make better than expected progress. Data indicates that while the majority of students with additional learning needs, including students of determination, in phases 1 and 2 make better than expected progress, most of the students with additional learning needs, including students of determination, in phase 3 and only a majority in phase 4 make the expected progress.

Next Steps:

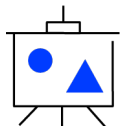
1. Align internal assessment data with observed teaching practices and student work to ensure that the high levels of attainment reflected in data are consistently evident across all phases, particularly in phase 1.
2. Develop targeted intervention strategies to improve the progress of students with additional learning needs, including students of determination, in phases 3 and 4, ensuring they consistently make better-than-expected progress.
3. Identify and support low attainers and gifted and talented students in phase 1 by implementing robust identification processes and tailored enrichment programs to enhance their progress and achievement.

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:



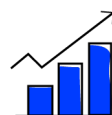
Number and quantity and their use



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

Findings:

- Analysis of the school's internal assessment data at the end of the academic year 2023/2024 against the EYFS and CBSE curriculum standards indicates that most students in phases 1 and 2 and the majority of students in phase 4 attain levels that are above curriculum standards, while in phase 3 most students attain in line with the curriculum standards.
- The school has administered the EI ASSET in math to benchmark students' attainment. Results for the AY2023/24 indicate that most students in phase 2 and the majority of students in phase 3 attain levels above international standards, while in phase 4, less than three-quarters of grade 9 students attain levels in line with the curriculum standards. The older students in Grades 10 and 12 have the option to be entered for the CBSE external examinations, and the outcomes of the AY2023/24 for the number of students who opt for these assessments are at a good performance level.
- In lessons and their recent work, the majority of students in phases 1, 2 and 4, and the large majority in phase 3 demonstrate mathematical knowledge, skills, and understanding that are above the curriculum standards. In phase 1, students develop basic number skills, though some struggle with number formation. In phase 2, students apply numerical skills to interpret time and calendars, with high attainers showing advanced problem-solving abilities. In phases 3 and 4, students confidently solve geometrical problems, though a few need stronger computational skills, and phase 4 students effectively apply math to real-world scenarios.
- The school's internal data indicates that over the past three years, most students in phase 1 consistently attain levels above curriculum standards. Data indicates that in phase 2, at least the large majority of students attained above the curriculum standards. Data indicates regression in attainment in phase 3 where the majority of students attained higher than the curriculum standards in the academic years 2021/2022 and 2022/2023, while in the last academic year most phase 3 students attained in line with the curriculum standards. In phase 4, attainment has improved from less than three quarters of students attaining in line with the curriculum standards in the academic years 2021/2022 and 2022/2023 to the majority attaining higher than curriculum standards in the last academic year.

- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in phase 1 and the majority in phases 2 and 4 make better than expected progress, while most students in phase 3 make the expected progress.
- In lessons and student work scrutiny, the large majority of students in phase 1 and the majority of students in the other phases make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The school provides progress data of most groups of students in math, except for low attainers and high attainers in phase 1. Additionally, the school has not identified any gifted and talented students in phase 1. Progress data indicates that most boys and girls in phase 1 and the majority in phase 2 and the majority of boys in phase 4 make better than expected progress. Whereas only a majority of the boys in phase 3 and most girls in phases 3 and 4 make the expected progress. Data also indicates that while most low attainers in phases 2 and 4 make the expected progress, only a majority in phase 3 make the expected progress. Data further indicates that the large majority of high attainers in phases 2 and 3, most high attainers in phase 4 and gifted and talented students in phases 2, 3 and 4 make better than expected progress. Data indicates that while the majority of students with additional learning needs, including students of determination in phase 2 and most in phase 4 make better than expected progress, most of the students with additional learning needs, including students of determination, in phase 1 and only a majority in phase 3 make the expected progress.

Next Steps:

1. Provide opportunities for students to strengthen foundational numeracy skills, ensuring accuracy and fluency in basic number operations in phase 1.
2. Enhance problem-solving abilities by incorporating more tasks that require the application of mathematical concepts to real-world scenarios across all phases.
3. Support the development of computational accuracy and deeper conceptual understanding in geometry and advanced mathematical concepts, particularly in phase 3.

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	Very Good ↑	Very Good ↑	Good ↓	Very Good

Findings:

- The school's analysis of internal assessment data for the AY2023/24 indicates that most students in phases 1 and 2 and a large majority of the students in phases 3 and 4 attain levels above curriculum standards. This level of attainment did not align with students' knowledge and skills observed in lessons across all phases.
- The school has administered the EI ASSET in science to benchmark students' attainment. Results for the AY2023/24 indicate that the large majority of students in phases 2 and 3, and in phase 4 grade 9 attain levels above international standards. The older students in Grades 10 and 12 have the option to be entered for the CBSE external examinations for science, biology, physics, and chemistry. Results for the AY2023/24 indicate that most grade 10 students attain levels higher than the curriculum standards in science, and in grade 12, most students attain higher than the curriculum standards in Biology, and the majority attain higher than the curriculum standards in physics, whereas most students attain in line with the curriculum standards in chemistry.
- In lessons and their recent work, the majority of phase 1 students attain levels above the curriculum standards.
- The school's internal assessment data over the past three years indicates that the attainment of most students in phases 1 and 2 has consistently been above curriculum standards. In phase 3, students' attainment has been fluctuating, regressing from the large majority of students attaining above curriculum levels in the academic year 2021/2022 to a majority attaining above curriculum standards in the academic year 2022/2023 and improving again in the last academic year when a large majority of students attaining above curriculum levels. In phase 4, students' attainment slightly regressed from most students attaining above curriculum standards in the academic year 2021/ 2022 to the large majority consistently attaining above curriculum standards in the last two academic years.
- The school's analysis of internal assessment data for the AY2023/24 indicates that most of the students in Phase 1, the large majority in Phase 2, and the majority in Phases 3 and 4 make better than expected progress in relation to their individual starting points. Data indicates that in grade 12 most students make expected progress in relation to their starting point in physics. In chemistry and biology, only a majority of

students make the expected progress in relation to their starting points.

- In lessons and their recent work, the large majority of students in phases 1, 2, and 4, and the majority in phase 3, make better than expected progress.
- The school provides progress data of most groups of students in science, except for low attainers and high attainers in phase 1. Additionally, the school has not identified any gifted and talented students in Phase 1. Progress data indicates that most boys and girls in Phase 1 and the large majority in Phase 2 make better than expected progress. The majority of boys and the large majority of girls in Phase 3 and the large majority of boys in Phase 4 make better than expected progress, while most girls in Phase make the expected progress. Data indicates that most high attainers and gifted and talented students in phases 2, 3, and 4 make better than expected progress. Further, data indicates that most low attainers in phases 2 and 3 make the expected progress while most in phase 4 make better than expected progress. Progress data of students with additional learning needs, including students of determination, indicates that most students in phases 2 and 4 make better than expected progress, and most in phase 3 make the expected progress. In all phases, there is little variation in the progress of boys and girls. All groups of students (the high attainers, SEND, gifted, and talented) make better than expected progress, and the low attainers make at least expected progress in all phases.

Next Steps:

1. Develop students' skills of prediction, observation and analysis, particularly in phase 1.
2. Develop scientific thinking and investigative skills in phase 2.
3. Further develop students' experimentation skills in all phases.

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 	Good	Good 	Very Good

Findings:

- Students are keen to learn and participate enthusiastically, particularly when the activities are engaging. In phases 2 and 4, students take responsibility for their learning, but in KG, tasks are assigned to them. While verbal feedback is given during lessons, written feedback in books is inconsistent. Some students often become disengaged after completing tasks, leading to lost learning time.
- Students in all phases interact positively with each other and collaborate effectively during group activities, sharing ideas and contributing to joint tasks. They communicate their learning to peers through presentations at the end of lessons, although their discussions and interactions sometimes lack depth. While most students listen to each other and participate respectfully, not all consistently take responsibility for their roles in group work or demonstrate a strong ability to build on each other's ideas.
- Lessons across phases provide a variety of opportunities for students to make connections between subjects, real-life contexts, and the UAE, enhancing their understanding of the world. While these connections are purposeful, they are sometimes limited in depth or consistency. Students are encouraged to apply their learning to practical situations and local contexts, however, opportunities for students to explore broader global perspectives or apply critical thinking skills across interdisciplinary contexts are less frequent.
- Students demonstrate enterprise, particularly in the upper phases, where they effectively use technology to solve problems, think critically, and work independently with confidence and skill. In other phases, while students show some initiative, higher-order thinking skills are less consistently evident, as they tend to rely more heavily on teacher guidance and structured activity instructions. Opportunities for independent learning and problem-solving are available but are not yet fully embedded in practice across all phases.

Next Steps:

1. Enable students across all phases to take responsibility for their learning.
2. Develop systems that allow students to independently transition to more challenging tasks upon completing initial activities, promoting self-directed learning.
3. Provide a wider range of opportunities for students to use technologies to independently research, problem solve and be innovative in their learning.

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:

- In all phases, students demonstrate very positive attitudes. They are responsible in class and around the school and willingly undertake a number of duties, such as class leader or healthy living champion. They are proud of their school and loyal to their house team. Students are very often self-reliant in class, especially in phases 3 and 4. Students respond well to constructive feedback from teachers and peers, respecting suggestions and willingly adjusting their work when advised. However, they rarely take risks in their investigations, often relying heavily on a limited set of trusted sources.
- Students frequently demonstrate positive behavior throughout the entire school. Students demonstrate a strong awareness of school rules and follow them to the best of their abilities. From their earliest days, they show consideration for others and consistently exercise self-control. Most are self-disciplined in class and around the school, though occasionally, the noise level rises in phase 2 classes.
- Students are almost considerate and respectful to their teachers, other adults, and each other. Students and staff enjoy positive, productive relationships. Students understand that others have different needs and aspirations. The school maintains a safe, orderly, and inclusive atmosphere throughout, with staff generally fostering a supportive environment for students of determination. While most teachers and assistants effectively help younger students of determination adapt to classroom expectations, some in phase 1 are still developing these skills. Older students are particularly skilled at supporting one another when needed.
- Most students demonstrate a secure understanding of safe and healthy living and appreciate the need to follow healthy lifestyles. Almost all students engage in physical activities, starting with the morning assembly and following up during PE and other daily lessons. Students play games in the outdoor areas during breaks. After-school clubs such as volleyball and football further promote health and physical activity. Students consistently bring healthy snacks, and across all phases, they understand the importance of overall well-being and know where to seek support if needed.
- At 95% students' attendance is good. In most classes in phases 1, 2, and 3, attendance rates are higher. Students almost always arrive on time for school, though a few arrive after the morning assembly. Students are punctual for lessons even when they have to travel long distances within the school, for example, returning to the classroom after PE.

Next Steps:

1. Improve students' attendance across the KG phase by further promoting strategies to engage the school community on the importance of attendance.
2. Enhance leadership and collaborative opportunities for students across all phases to build responsibility and teamwork skills further.

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	Good	Good	Good	Good

Findings:

- Students clearly understand and appreciate Islamic values and their influence in shaping UAE society, particularly in phases 2, 3, and 4, where their respectful behavior and reverence for the Holy Quran during daily assemblies reflect these values. This connection enables them to align Islamic values with the school's values, as they actively celebrate various Islamic occasions, such as Ramadan, iftar gathering, and the Prophet's (PBUH) birthday.
- Students demonstrate knowledge, appreciation, and respect for UAE heritage and culture by participating in national occasions like National Day and Flag Day. Students showcase a deep understanding of UAE traditions, culture, and heritage through various activities. For instance, in upper phases, students discuss the contributions of UAE leaders, highlighting their achievements and impact on the nation.
- Students demonstrate a clear understanding of their own culture and express it through celebrations and initiatives related to their country. They learn about the various traditions of the different sects in India and celebrate the festivals of each. They know about other cultures through special events such as World Tourism Day and research competitions about different countries.

Next Steps:

1. Encourage cross-cultural learning by incorporating activities that compare UAE heritage with global traditions, promoting a broader understanding of cultural diversity.
2. Provide additional platforms for students to showcase their knowledge of their culture and other global cultures through collaborative projects and creative initiatives, particularly in phase 1.

Social responsibility and innovation skills

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

Findings:

- Students enjoy their roles and responsibilities as active members of the school. The student council is responsible for organizing events like the Annual Day and ensuring discipline. Students from grades 5 to 8 have opportunities to volunteer, such as participating in desert clean-up activities and other community service projects outside the school. They also engage in vertical teaching, where older students teach younger ones, and take charge of organizing media and creating videos for the School Radio Station. Additionally, students support their peers with additional learning needs, including students of determination in the classroom. At the start of the year, they participated in a donation drive with the Red Crescent and contributed to donations during Ramadan as well as donating for Turkey and Syria. This is less evident in phase 1.
- Students throughout the school demonstrate a positive work ethic by taking initiative and suggesting ideas that the school implements, such as installing a device on water taps to reduce consumption and giving plants as gifts to teachers on Teacher's Day. They participate in the annual Science, Math, and Art exhibitions, as well as coding programs, robotics clubs, and the School Radio Station every Friday. For entrepreneurial activities, they come up with their own products to sell during school events. However, opportunities for all students to take initiative and develop their innovation, enterprise, and entrepreneurial skills are not consistently or equitably provided across all cycles.
- Students across all cycles demonstrate a strong understanding of both local and global environmental issues. They actively participate in community programs, such as the "Pile It Up Challenge" with the Emirates Environmental Group, where they collect recyclable materials. Students plant and care for greenery in the school's garden and planted vertical garden also, they celebrate environmental events like Earth Day and engage in recycling projects, such as the fashion show made from recycled items. The eco-team raises awareness about conserving water and electricity through speeches and posters. Nearly all students are familiar with the UAE's six sustainability goals and frequently refer to them in their lessons, this is less evident in Phase 1.

Next Steps:

1. Establish regular and structured volunteer activities for all grades that benefit the school and the wider community, particularly in phase 1.
2. Provide equal opportunities for all students to participate in activities that promote their innovation, enterprise, and entrepreneurship skills, both inside and outside classrooms.
3. Expand the opportunities for all students to take the initiative and plan the school activities, including Phase 1 students.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers use their secure knowledge of their subjects, and they effectively employ a range of strategies to motivate students and engage them in learning, particularly in English medium subjects. In phase4, teachers of English, math and science adapt their strategies very effectively, so that students build on their achievements in previous phases and are prepared well for external examinations. However, in subjects such as Islamic Education and Arabic, teachers' subject knowledge is less robust, and they tend to use a narrower range of methods to engage students.
- Lesson are well planned to engage students in various learning activities. The learning environment is well-organized, with students placed in groups to facilitate collaborative work, and time is generally used effectively. However, in a few lessons, teachers spend too much time on organizing resources and writing out lesson objectives, which can reduce the time available for the planned activities. Most teachers employ a range of resources that promote student interest and engagement, leading to ongoing student concentration throughout lessons. In science, teachers use resources effectively to promote following the scientific method.
- Teachers generally use questioning techniques effectively, particularly in phases 3 and 4, where questions are tailored to help students elaborate on their answers and think critically. Teacher-student interactions are productive, with discussions often designed to encourage thoughtful responses. However, in some lessons, the pace of questioning is too rapid, limiting opportunities for students to reflect on and develop their answers fully.
- Most teachers share high expectations and clear guidance with students to encourage hard work and concentration and set goals. As a result, students know what they need to do to meet or exceed expectations. In most lessons, teachers use strategies which successfully meet the needs of individuals and groups because they understand the diverse needs of their students. For example, in mathematics in phase3, teachers appropriately challenge high-attaining students with more complex calculations to extend on their learning. Teachers also support low-attaining students and students with additional learning needs, including students of determination by providing the appropriate support/challenge in line with their IEPs to enable them to make the progress they are capable of from their individual starting points.
- Teachers, across phases and particularly in phase 4, provide rich opportunities for students to engage in critical thinking and problem solving, particularly in math and science. Teachers' planning encourages students to approach their problems methodically and develop independent learning skills using course materials, other written and visual resources and occasionally new technologies. There is however, scope to improve guidance provided for students to promote innovative learning.

Next Steps:

1. Further improve time management in all lessons, so that no time is wasted and students have time to complete all planned learning activities.
2. Improve planning so that students have consistent opportunities to work innovatively and conduct independent research using a wide range of resources, including new technologies.
3. Ensure that high-attaining students are always sufficiently challenged and that low-attaining students and students with additional learning needs, including students of determination, receive sufficient support and encouragement to improve their progress.

Assessment

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

Findings:

- Internal assessment processes are coherent and consistent, with baseline assessments being completed at the beginning of each academic year based on curriculum standards. Formative assessment, such as observations and quizzes, are conducted throughout the term, followed by a summative assessment at the end of each term. The summative assessment conducted at the end of term one reflects the cumulative material taught from the beginning of the academic year. Consequently, leaders have valid and comprehensive measures of students' academic and personal development, enabling them to identify gaps in learning and design and implement strategies to address them.
- External data is analyzed thoroughly, and leaders regularly compare the school's performance against standards within Abu Dhabi, the UAE and internationally. The school performs well against these standards. However, occasionally, leaders do not delve into the deeper details, such as investigating gender gap in PIRLS results, focusing primarily on meeting standards rather than exploring underlying reasons.
- Assessment data is comprehensively analyzed and effectively used to identify gaps in students' skills and knowledge, and the curriculum is adapted accordingly. For example, as a result of TIMSS data analysis, more time has been allocated to geometry and measurement. In phase1, EARN data analysis highlighted a gap in students' ability to use number operations, which has since been the focus for term two.
- Teachers have full access to assessment data, and they incorporate it into their lesson plans to ensure that planned activities match the learning needs of the students. In most cases, particularly in English-medium subjects, teachers use data to create groups. Data is also used to set targets for students that provide an appropriate level of challenge. However, in lessons, high attaining, gifted and talented are inconsistently challenged.
- Teachers are aware of the strengths and weaknesses of their students. At the end of each lesson, students present their work to their peers, which allows the teacher to assess their understanding. Exit tickets are planned to identify particular areas where students may need further support. However, there is not always sufficient time left in the lesson for these to be completed. While teachers are encouraged to set targets for students, this is not consistently evident in students' books or during lessons. Verbal feedback is regularly provided during lessons, supporting students in improving their work and addressing misconceptions that may arise. Consequently, students make better than expected progress across most subjects and phases. However, marking of books is less consistent, and teachers do not routinely provide next steps in learning to provide personalized challenge and support. There are examples of self and peer assessment but these are not consistently implemented across the subjects and phases.

Next Steps:

1. Ensure that high-attaining, gifted, and talented students are consistently challenged in lessons by incorporating more personalized and advanced tasks tailored to their abilities.
2. Strengthen the use of self and peer-assessment strategies across all subjects and phases to promote greater student accountability and reflection on learning.
3. Enhance the consistency of feedback by providing detailed comments with clear next steps to guide students' learning while offering personalized support and challenges.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the CBSE curriculum and is fully licensed. In KG, best practices from the Early Years Foundation Stage (EYFS) in the UK are combined with the National Curriculum Framework (NCF) and customized according to Bhavan’s Middle East framework, ensuring compliance with the CBSE curriculum. From Grades 1 to 12, the curriculum adheres to the CBSE guidelines, while also aligning with the Ministry of Education (MoE) curriculum for Arabic Medium subjects. It is designed with a clear rationale that meets statutory requirements and is regularly updated to focus on imparting knowledge and skills. The curriculum offers a balanced approach, covering all essential scholastic and co-scholastic domains, emphasizing the academic, emotional, and skill-based development needs of students. The school maintains mandatory subjects, assessments, and grading schemes, promoting uniform standards across all grade levels.
- Clear progression is evident across grade levels, with topics and skills built sequentially to ensure cumulative learning. Each grade introduces increasingly complex concepts, ensuring continuity in both academic and skill development. The curriculum progression is based on the prescribed textbooks, and planning is aligned accordingly to ensure that course content is delivered each term. To align with the existing knowledge or starting points of all groups of students, differentiated tasks are planned to meet the needs of most students, across the school. However, the gaps in student learning are not addressed adequately across the school.
- The school provides three curricular streams—Science, Commerce, and Humanities—aligned with popular career paths, allowing older students to make informed subject choices supported by counselors and teachers. Students may select French, Hindi, or Malayalam as optional subjects, with English remaining mandatory in grades 11 and 12. Additional electives, such as multimedia for grades 9-12 and skill-based subjects like information technology and financial markets, expand learning options. This range of offerings provides a broad curriculum that meets the diverse interests and career aspirations of students.
- The curriculum promotes cross-disciplinary learning through integrated projects, theme-based activities, and assignments that link subjects such as mathematics, science, and social studies. Interdisciplinary teaching is encouraged, helping students connect knowledge across subjects for deeper understanding. Sustainable Development Goals (SDG), national identity, Arabic vocabulary, and cross-curricular connections are embedded into lesson plans. Lessons integrate technology, primarily led by teachers. The planned activities are varied and in most lessons, these cross-curricular strategies enhance real-world application of knowledge. Additionally, Co-curricular activities are aligned with SDG goals and emphasize cultural engagement.
- The curriculum undergoes an annual review led by Heads of Departments, Senior Leadership Team, principals, and management, aligned with the Bharatiya Vidya Bhavan Middle East (BME) framework and CBSE curriculum. This structured process incorporates data analysis and feedback from teachers, students, and parents to identify and address gaps. Unit plans are developed according to CBSE standards, regularly reviewed by BME, and form the basis for lesson planning. A curriculum committee reviews and updates schemes of work at the start of each academic year, with subject teachers actively contributing to content

revisions. Academic meetings ensure consistency in planning and continuous improvement.

Next Steps:

1. Address the gaps in student learning across all phases by ensuring planned activities are effectively implemented.
2. Provide opportunities for students in phase 1 to develop knowledge and application skills through engagement in play-based learning.
3. Provide opportunities for all students to use technology to enhance their skill to research.

Curriculum adaptation

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

Findings:

- The school's curriculum team adopts a proactive approach to modifying content to meet diverse student needs. While the curriculum effectively supports most students, it requires further development to meet the needs of students with lower ability, students with additional learning needs including students of determination and the G&T students. The Special Educational Needs Coordinator (SENCO) adapts the curriculum for students with identified learning needs, with teachers incorporating these modifications into pull-out sessions. Opportunities to challenge gifted and talented students are provided in lessons; however, adaptations for lower-ability students are inconsistently implemented.
- The programs within the curriculum are planned so that the sequence and timing of the content maintain most students' interest. In KG, students have some opportunities to build knowledge through play-based learning, though these learning experiences are inconsistently applied to develop creativity and innovation. In the upper phases the curriculum is largely textbook-driven, limiting opportunities for students to cultivate innovation skills in lessons. Enrichment activities—such as assemblies, clubs, inter-school events, and school functions—are purposefully planned to enhance students' creative and leadership skills. While extracurriculars and Tinkering lab activities offer some innovation and enterprise experiences, critical thinking exercises are often teacher-guided or worksheet-based, reducing opportunities for independent student exploration.
- Consistent development of students understanding and developing pride for UAE national identity is embedded through all aspects of the curriculum. This is evident in teachers' lesson planning, the displays in the corridors and classrooms, the school assemblies and the school functions and celebrations enable all students to develop a broad understanding of the UAE's values and culture.

Next Steps:

1. Enhance curriculum adaptations to consistently meet the needs of lower-ability students, students of determination, and gifted and talented students across all phases.
2. Increase opportunities for creativity, innovation, and independent critical thinking by reducing textbook reliance and incorporating more exploratory, student-driven activities in lessons.
3. Strengthen the integration of play-based learning in KG to ensure consistent development of creativity and innovation skills.

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	Outstanding	Outstanding	Outstanding	Outstanding

Findings:

- The school has rigorous procedures for the safeguarding of students, including child protection. The school takes highly effective steps to protect students from all forms of abuse, including bullying and online, by sharing child protection and anti-bullying policies in students' diaries, on the school website, in meetings, orientation programs, and staff training during induction and displaying posters of anti-bullying inside all classroom, labs, and corridors. All employed staff sign a copy to confirm they have read and understood this policy. All employees are aware of these procedures.
- The school meets all health and safety requirements, ensuring a secure environment for students and staff. Comprehensive and rigorous safety checks are conducted regularly, and all community members are well-informed about health and safety protocols. The health and safety committee meets monthly to review policies and address issues promptly through a dedicated communication channel. Students are well supervised, though occasional gaps in supervision have been noted near the KG exit door. Bus routines are strictly managed, and students are cared for during transit. Regular risk assessments and immediate mitigation actions uphold the highest standards. Fire evacuation drills are conducted regularly, with emergency exits, evacuation plans, and fire extinguishers strategically placed, though some staff require further training in fire extinguisher use. The school fully complies with Civil Defense regulatory requirements.
- The school contracts external organizations to manage various health and safety functions, including the CCTV and alarm system, 24-hour site security, regular pest control, routine water quality testing and cleaning, laboratory chemical disposal, and the daily cleaning of the school. All the regulatory checks for these essential functions are up-to-date, and all contracts are made with approved providers. The school has a well-equipped medical clinic staffed by a nurse. Essential medicines are locked in a secure cupboard within the clinic, and the nurse supervises and administers essential medication to students. The nurse is new and diligent in maintaining accurate records; however, her active involvement in promoting the healthy lifestyle of students is limited.
- The physical premises and facilities provide a safe and excellent physical environment that is fit for purpose for all. The infrastructure, including classrooms, science, and computer labs, is well suited to support students' learning environment. All areas of learning are generally accessible to all. There are ramps and rails at every entrance and exit of the school. The school does not have an elevator but provides an evacuation chair for those in need. The premises appropriately meet the needs of students in KG with age-appropriate seating, learning materials, and a learning lab.
- The school successfully promotes safe and healthy living through assemblies, club activities, and food charts displayed in classrooms. Hydration reminders are posted in washrooms, and students bring healthy food from home, allowing parents to arrange food through the school as needed. Student food choices are

consistently monitored across all grades. Physical activity is encouraged with designated areas for volleyball, badminton, and football, while KG students have access to cycling activities. While exercise facilities are well-maintained, improvements are needed for sun protection and the upkeep of football matting and play area boundaries.

Next Steps:

1. Strengthen supervision near the KG exit door to ensure consistent safety measures across all areas of the school.
2. Improve the provision for sun protection and maintain the football matting and play area boundaries to ensure safer and more comfortable physical activity spaces for students.

Care and support

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

Findings:

- Teachers and students enjoy positive and courteous relationships. Tolerant, purposeful learning environments are created, with all school codes of conduct known and observed. Teachers trust students to work hard, leading to positive behavior and attitudes in learning. Behavior management is highly effective, with minimal need for intervention. Students understand reward systems, though these are inconsistently applied in lessons.
- School leaders employ successful strategies for promoting attendance so that attendance levels are good in all phases, though more absences are noted in KG. Almost all students arrive for school punctually. School leaders routinely follow up on absences and persistent lateness so that everyone understands the importance of attending and arriving on time.
- There are robust systems in place for identifying students of determination (SoD) and students with particular gifts and talents (G&T). There are currently 24 identified SoD on roll (2.79%), and school leaders have identified 48 (6%) students as having gifts and talents in academic subjects, culture, and sports. School leaders use a suitable array of strategies for identifying both SoD and G&T students, including cognitive ability tests, curriculum assessments, parent or teacher referrals, and tailored observations.
- The school provides appropriate support for SoD in most lessons and when students work in the inclusion room. Teachers and assistant teachers use effective strategies for developing each individual's skills at their particular level when they work alongside them in classrooms or in pull-out sessions. Inclusion teachers create detailed individual plans, guiding precise teacher planning, though adherence varies. The school does not offer in-school support services (ISSS) for students with additional learning needs, including students of determination. Additional plans exist for G&T students, but some lessons lack challenging work. G&T students develop talents in extra-curricular activities, and all phases ensure SoD and G&T students progress at the same rate as others.
- Routine systems effectively monitor student well-being and personal development. The school counselor and nurse provide individual guidance on personal and health matters, while teachers and department heads offer academic support around assessments. Links with universities support future planning, and career education from Grade 9 ensures students understand their vocational and academic choices.

Next Steps:

1. Address absence rates in KG by implementing targeted strategies to promote consistent attendance.
2. Ensure that all lessons consistently include sufficiently challenging work for high-attaining and gifted students.
3. Ensure teachers understand student needs and plan work that supports improvement for low attainers and students of determination.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good 

Findings:

- The senior leadership team is comprised of the principal and vice principal. They set a clear strategic direction and are highly committed to the UAE's national priorities of sustainability, tolerance, and inclusion. The vision, displayed all around the school and in classrooms, is shared with the whole school community. National Identity is promoted effectively. A group of middle leaders supports the senior leaders, many of whom were recently appointed to their roles.
- Most leaders can recognize best practices in teaching, learning, and assessment, but this is less obvious in the middle leaders, primarily because they are new to their roles. A positive learning culture is evident throughout the school, and leaders have ensured high standards have been maintained. Senior leaders recognize that achievement in mathematics needs to be strengthened and that there are some kindergarten changes to ensure that the recently introduced working methods have a greater impact. The principal and vice principal foster a culture of sharing best practices and supporting staff through team teaching and coaching, helping to further build the schools' capacity.
- Leaders and teachers clearly define roles and responsibilities in their job descriptions. Responsibilities have been delegated appropriately, although new middle leaders have not had specific training relating to leadership. Relationships in the school are consistently professional and friendly. Communication is effective and frequent. Morale is positive.
- School leaders at all levels understand school priorities clearly. They accurately identify what needs to be done to improve the school and have recognized key areas for improvement. There is recognition that the skills of middle leaders who are relatively new to their role need to be enhanced. Leaders have identified that students should have more opportunities to use technologies across the school and are exploring ways to do this, such as the introduction of 'Bring your own device.' Leaders demonstrate the capacity to build on their success further.
- Leaders hold staff accountable through regular analysis of student performance data, formal and informal lesson observations, and personal reviews. Leaders have continued to ensure that students achieve highly. They have identified areas that need to be improved and are addressing these. Leaders have improved aspects of the school, such as improved sporting facilities, which is evident in the new basketball, volleyball, and badminton courts. The school is compliant with all statutory requirements.

Next Steps:

1. Ensure leaders at all levels recognize best practices in teaching, learning, and assessment.
2. Provide targeted professional development for middle leaders in leadership skills.

School self-evaluation and improvement planning

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

Findings:

- All staff are involved in the compilation of the self-evaluation form, (SEF). Heads of department write their relevant sections and submit them to senior leaders for final editing. The views of parents are sought and included. Systematic and rigorous self-evaluation that incorporates both internal and external data. The successes of the school are highlighted clearly. However, areas that need to be improved, including weaknesses in data, are not included in the SEF, hence judgements which relate to student achievement may not always accurately reflect the schools' position. However, leaders are aware of where improvements need to be made.
- The monitoring of teaching and learning is systematic and conducted by senior and middle leaders, including governors. These are frequent. Monitoring also includes planning and book scrutiny together with learning walks. Written feedback is provided but this is focused more on what the teacher does, rather than on what the students learn. Nevertheless, leaders know where improvements to classroom practice need to be made. After an observation, teachers are provided with coaching and mentoring sessions, including peer observations. Follow up observations are conducted to ascertain as to whether or not the teacher has made progress.
- The school improvement plan is effectively organized and includes the recommendations from the previous inspection report. It is not clear where other identified targets for improvement have come from as they are not in the SEF. The targets are mostly SMART (Specific, Measurable, Achievable, Relevant, and Time-bound), and the plan includes a clear assignment of responsibilities and a defined timeline for review. However, although reviews take place there is no linkage of the success of the action to students' outcomes. The plan does not indicate whether a target has been wholly, partially or not met.
- The school has addressed almost all areas of the previous report and there is evidence of the improved use of assessment data, particularly in phases 2, 3 and 4. However, achievement in Arabic and the use of technologies are areas still in the development stage.

Next Steps:

1. Ensure that the SEF includes areas for improvement so that there is a clear link between school improvement documents.
2. Improve the feedback given to teachers after an observation so that it is focused on what students learn, rather than what the teacher does.
3. Provide a clear linkage in the review of SIP actions to identify whether a target has been fully, partially or not met at all.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- The school actively engages parents as partners in supporting teaching and learning. Parents stay well-informed about their children's progress through daily updates and through various mode of communications, with teachers also making monthly courtesy calls. Parents regularly contribute to surveys, and their input is reflected in the school development plan. The parent body meets regularly, organizing and supporting events such as cultural programs, storytelling sessions, and fitness activities. Parents also participate as judges in competitions, suggest activities like the rotating library, and support initiatives like the "no-fire cooking" and "no-bag" days. Sustainability efforts, including the Communities project for recycling, further demonstrate their commitment to the school community. Parents' involvement successfully enhances students' experiences and contributes effectively in their children's learning.
- The school maintains strong and effective communication with parents through multiple channels, including weekly circulars, monthly newsletters, and electronic updates via the Learning Management System and "Know Your Child" platform. A designated communication lead is available for parents, and a web-based portal provides continuous access to students' academic progress and reports. The Special Educational Needs Coordinator maintains close contact with parents of students of determination, offering regular updates on their children's development. Parents appreciate the diverse communication systems established with the school. Help desk inquiries are monitored by the principal and corporate management to ensure timely responses and effective communication.
- The reporting system is rigorous, informing parents of their child's academic progress, effort made and personal and social development. Reports clearly communicate all aspects of students' achievements, through the inclusion of personal and social development in all grades. The methodology for the calculation of term grades is well explained in report cards, however the methodology for the calculation of GPA is not included or referenced.
- The school has effective links with national and international partners that benefit both the school and the community. Local initiatives include charity partnerships with the municipality and a Grade 10-led desert cleanup project, "WE Hope." Students participate in international events, such as the "Proud to be an Indian" quiz competition in India, where they achieved notable success. During Ramadan, students support the Red Crescent with cash and food donations. Additionally, students visit Abu Dhabi University and have been guest speakers at the Abu Dhabi Book Fair, contributing through skits, debates, and poetry. Expanding these collaborations and strengthening ties with universities will further enrich students' life skills and educational experiences, providing more opportunities for global engagement.

Next Steps:

1. Enhance parental involvement by expanding opportunities for them to contribute to school initiatives and participate in academic and extracurricular activities.
2. Include the methodology for GPA calculation in report cards to provide greater clarity for parents regarding their child's academic performance.
3. Strengthen ties with universities and international partners to create additional opportunities for students to develop life skills and engage in global learning experiences.

Performance Indicator	Quality judgement
Governance	Very Good

Findings:

- There is representation from most stakeholders on the Board of Governors. However, there are no representatives from the community, other than parents. The school is part of a group of others across the UAE and India. The owner and/or his representatives are the head of the Board of Governors. Minutes of governor meetings indicate they are always present, demonstrating a keen interest in the school. Governors have recognized that they need to conduct more regular surveys of parents and students to gain a more up to date view of their opinions. However, they have responded to parental concerns, installing new volleyball, basketball and badminton courts to increase students' participation in sport.
- Governors hold the school and its leaders to account rigorously. They observe teachers and provide written feedback. There is a comprehensive system of performance management in place. Governors visit the school very regularly to discuss the school's performance and any emerging issues with the principal. The owners are supportive of school initiatives. They are actively making efforts to implement a strategy to enable students across the school to use technologies. New cabling is to be installed to support the introduction of 'Bring your own device'.
- Governors have provided a Learning resource center to support students of determination and have improved the kindergarten areas to support a more active approach to their learning. However, they recognize that there is still work to be done in terms of resourcing and are committed to this, as finances permit. The school is fully staffed with appropriately qualified staff. Statutory requirements are met. Overall, the governors have a positive impact on the performance of the school.

Next Steps:

1. Ensure that there is representation on the board from the community who are not parents.
2. Develop a forward plan for providing practical resources to support students and further improve outcomes.

Management, staffing, facilities and resources

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

Findings:

- The day-to-day operations of the school are well-organised and efficiently managed. Daily routines such as students' arrival and dismissal run smoothly. The timetable includes all curriculum subjects and extracurricular activities, maximizing students' learning.
- Staff deployment is sufficient, with appropriately qualified teachers, teacher assistants and technicians to perform their respective roles effectively. Teachers' turnover is low, and all teachers have regular access to training sessions by Heads of the department, including online platforms by CBSE, to extend the students' learning experience. However, there are no systematic methods for measuring the impact of this training on students' achievement.
- The school provides clean, safe, and well-designed facilities that are accessible to students with mobility needs, featuring ramps, rails, and wheelchair access. Classrooms are well-sized and equipped with a mix of SMART boards and overhead projectors. Specialist facilities—including the library, science labs, innovation lab, inclusion room, clinic, KG learning center, multi-purpose hall, and dedicated rooms for dance, music, and languages—support effective curriculum delivery. Indoor and outdoor playgrounds, as well as a KG cycling track, further enhance learning by promoting physical activity and hands-on exploration.
- Resources meet most students' learning needs, supporting students' teaching and learning. The school including the KG is equipped with sufficient relevant resources including textbooks, practical materials and equipment, and technology. However, students' access to individual technology devices during lessons is limited, and the number of Arabic books in the library is very limited.

Next Steps:

1. Measure the impact of teachers' training on the quality of teaching and students' achievement.
2. Increase the number of Arabic books to improve students' reading skills.
3. Allow all students to use technology in lessons to support their learning.

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