



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



New School Inspection Report

Bright Riders Private School

Academic Year 2013 – 14

Iqraa

Bright Riders Private School

Inspection Date	11 – 15 May 2014
School ID#	225
Licensed Curriculum	The Central Board for Secondary Education (CBSE)
Number of Students	2,794
Age Range	4 to 18 years
Gender	Mixed
Principal	Rishikesh Padegaonkar
School Address	Mohammed Bin Zayed City, Abu Dhabi
Telephone Number	+971 (0)2 632 2123
Fax Number	
Official Email (ADEC)	bright-rider.pvt@adec.ac.ae
School Website	
Date of opening	April 2013

The overall effectiveness of the school

Inspectors considered the school in relation to 3 performance categories

Band A High performing (overall effectiveness grade 1, 2 or 3)

Band B Satisfactory (overall effectiveness grade 4 or 5)

Band C In need of significant improvement (overall effectiveness grade 6, 7 or 8)

The School was judged to be:	BAND C;	GRADE 6
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The main strengths of the school are:

- the positive ethos established by the principal and his teaching staff
- the smooth day-to-day management of the school
- the accurate identification of areas for development within the school
- the students' understanding of UAE culture, heritage and values in lessons and in assemblies
- the effective implementation of the CBSE curriculum with integrated Arabic, Islamic education and UAE social studies
- the students' moral values instilled through the delivery of the curriculum
- the effective provision for students' welfare, health and safety.

The main areas for improvement are:

- the appointment of additional senior leaders to strengthen school leadership
- the professional development closely matched to teachers' requirements to facilitate consistent progress across the school
- the quality of monitoring and evaluation of teaching
- the need to restructure teaching in grades 1 to 4
- the provision of material resources, including for information and communication technology (ICT), to support students' development of 21st century skills
- the provision of resources for KG child-initiated play and their development of gross motor skills.

Introduction

The school was inspected by 5 inspectors. They observed 146 lessons, conducted several meetings with the principal and senior staff, subject coordinators, teacher class representatives, students and parents. They considered 965 responses to the parents' questionnaire about the school. They scrutinised students' work across the school, and considered many of the school's policies and other documents. The principal was involved throughout the inspection process.

Description of the School

Bright Riders Private School is located in Mohammed Bin Zayed City, Abu Dhabi. It opened in April 2013 with students from kindergarten (KG) to grade 4. The school opened its second phase for students from grades 5 to 12 in April 2014. The principal was appointed in November 2012. He is supported by the heads of the KG, primary and secondary sections, subject coordinators and teacher class representatives for each grade. There is no governing body. The school aims to 'nurture students into fully-fledged young people for the future, by drawing out the best in them through support in all forms of learning.'

The school follows the Central Board of Secondary Education (CBSE) curriculum with the Ministry of Education (MoE) curriculum for Arabic, Islamic education and social studies. The school also teaches Hindi from grade 3 onwards.

The school has a clear admissions policy and students are admitted following a non-selective entry test. Fees range from AED 8,400 to AED 17,400. More than half of the 2794 students come from closed villa schools. There are 625 children in KG, 1150 students in the primary section and 1019 students in the senior school of which 150 are in grades 11 and 12. Students are taught in separate classes for boys and girls from grade 5 onwards. 70% of the students are Muslim. Almost all students are Indian. There are no Emiratis. There is one German student. The school has not identified students with special educational needs (SEN).

The Effectiveness of the School

While this report recognises the strengths and especially the leadership and management's satisfactory capacity to lead school development, the school cannot be judged satisfactory overall as students' attainment and progress are unsatisfactory. (Refer to Irtiqa'a Framework, 'Limiting Judgements' page 15.)

Students' attainment & progress

As a new school, no examination data is available. All students are assessed on arrival in accordance with CBSE procedures. From evidence in lessons observed, students' attainment is satisfactory in English and science and it is unsatisfactory in Arabic, mathematics, information and communication technology (ICT), Islamic education and social studies.

No formal assessment takes place in KG. From lessons observed in KG, children make appropriate progress in basic skills in literacy and numeracy from their starting points. The majority of children make visible progress in blending sounds to read simple words, and in completing simple mathematical calculations. Children's attainment levels in literacy and numeracy are appropriate for their age.

Attainment and progress in Arabic is unsatisfactory across the school. In lessons, appropriate progress was seen in speaking and listening. This is not the same for reading and writing skills in Arabic where progress is much slower.

In grades 1 to 4, students make appropriate progress in English, Islamic education and social studies. In mathematics, students can complete addition and subtraction, multiplication and division calculations appropriate to their age. In science lessons, students' progress was variable with some students underachieving. By the end of grade 4, students have developed effective reading, writing, speaking and listening skills in English and can understand simple mathematical and scientific concepts.

From grade 5 to 12, as their work becomes more challenging, students begin to converse more fluently in English and to discuss topics effectively in class. They develop appropriate skills in English from their starting points, which are broadly in line with international standards.

Students' progress in mathematics, science and commerce subjects is appropriate and some high levels of challenge result in students making rapid progress in Grades 5 to 12. In science lessons observed during the inspection, students made effective progress. This was seen, for example, in grade 12 electrochemistry, in grade 10 physics, and in grade 7 biology.

Students have adequate knowledge in Information and communication technology (ICT) as they have regular computer lessons. Students do not always have access to computer facilities so do not sufficiently practice their ICT skills in other subjects. As a result, their progress in developing ICT skills is inhibited and many students are not achieving as well as they could. Teachers do not use assessment data to plan work which meets the needs of more-able students or those with SEN, who consequently make slower progress than others. One such example was observed in a grade 2 lesson, where some students did not receive the support they needed in order to make sufficient progress in their reading.

Students' personal development

All students have settled in quickly to their new school as clear routines are effectively established. Students have a clear understanding of the culture, heritage and values of the UAE from lessons and assemblies. They demonstrate positive attitudes to learning and show respect, tolerance, and acceptance of each other. They work cooperatively and support each other's efforts spontaneously. Students have a few leadership opportunities in lessons and as heads of school, heads of house, sports and cultural leaders, which add to their self-confidence and self-esteem. Students take part in assemblies, and engage in discussion and debate during most lessons. This supports their acquisition of language and thinking skills. Students say that they enjoy learning and the opportunities to take part in a limited range of co-curricular activities. As a result, their attendance is above average at 96% and they are punctual to school. Students develop a positive approach to exercise and choosing healthy food. Life skills, physical education (PE) and science lessons enhance students' knowledge and understanding of health and physical well-being. Students are prepared to persist in their learning and show respect for their school environment and beyond.

The quality of teaching and learning

The quality of teaching and learning is satisfactory overall though variable across the school. Teachers have appropriate subject knowledge. Relationships in most lessons are conducive to learning. Most teachers use the generic lesson planning format effectively and tell students what they will be learning. In the best lessons, students are engaged effectively in lessons and as a result make appropriate progress. For example, during the inspection week students in grade 11 made effective progress in understanding the process of photosynthesis. In a grade 7 moral science lesson on honesty, students engaged in a high quality open discussion.

In the upper grades, specialist subject teachers plan work for students which is appropriately challenging in science, mathematics and commerce subjects. There are fewer opportunities for students to develop higher order thinking skills, to learn independently or to use ICT in these subjects. In English lessons, teaching is effective. The use of role-play and paired work requires a more targeted focus to help students practise newly acquired vocabulary.

In grades 1 to 4 teaching is sometimes less effective when too much teacher talk limits opportunities for students to practise their skills and work independently. The lack of planned activities and material resources in some lessons results in disengagement. Behaviour is not always managed effectively in a small number of lessons. As a result, students make slower progress in these lessons. The current delivery by subject specialist teachers for grades 1 to 4 results in less flexibility in planning the curriculum and students seeing too many different teachers. This unsettles them between lessons and reduces the continuity in teaching and in their learning.

Teachers' marking of work is variable and not all teachers give students helpful comments on how to improve their work. In the upper school, work is marked with constructive comments to help students prepare for assessments and examinations.

KG teaching promotes basic skills in literacy and numeracy effectively. Children enjoy hands-on activities when given the choice. They enjoy rhythm and rhyme when they sing songs with actions. This contributes effectively to their language development in English. Teaching is not always effectively planned for the different learning needs of the children, particularly the more-able and those with SEN. Sometimes children are merely occupied or sit at their tables with little to do. The play equipment, including sand and water play is underused and limits children's gross motor development and opportunities for them to learn by finding out for themselves. Support staff are underused to support children's learning.

Teachers have regular access to professional development. This is not targeted to meet the individual staff or departmental needs of specific subject requirements.

Meeting students' needs through the curriculum

The school delivers the Indian CBSE curriculum along with Hindi and MoE curriculum Arabic, Islamic education, UAE social studies. The school appropriately caters for the needs of Muslim and non-Muslim students. The curriculum implementation effectively promotes an increasing understanding of UAE values, culture and traditions. The KG curriculum is planned effectively to develop children's numeracy and literacy. There is limited continuity in the planning and

implementation of the curriculum in grades 1 to 4. On occasion, the curriculum planning and delivery provide insufficient active learning opportunities to engage a small number of boys.

Boys and girls are taught separately from grade 5 onwards. Science and mathematics are strong features of the curriculum, particularly in the upper grades. Grade 10 students have curriculum assessment to help them choose the appropriate subjects for grades 11 and 12.

ICT lessons do not regularly take place in computer rooms and there are no computers available in the classrooms to enable practical learning. Strategies for promoting students' higher order thinking skills and independent learning are not routinely planned. Classical Indian dance, general knowledge, life skills lessons and PE effectively enhance the curriculum from grade 1. This gives students a number of opportunities for artistic, aesthetic and personal skills development. The school provides an increasing range of co-curricular activities, sports and competitions and has already celebrated special days and events and arranged a series of outings and trips for students. There is limited guidance to help students plan for their future.

The protection, care, guidance and support of students

The school has a positive ethos and students are well cared for and supported. All required checks have been carried out and recorded appropriately. The school monitors attendance effectively, and any absenteeism is followed up swiftly. Relationships between students and with staff are friendly and conducive to learning. The school works effectively with parents to encourage students' positive attitudes to learning. In discussion, students report few incidents of bullying or intimidation and say that teachers deal with any incidents effectively.

Staff in the school's clinic(s) store medicines safely and carefully monitor the health of students with medical needs. School transport and students' daily arrival and departure are well supervised. Some supervision before school begins and when a teacher is absent is inadequate. Students have appropriate opportunities to pray. Students say they feel safe and happy at school, and parents agree. The school is generally well supervised.

The quality of the school's buildings and premises

Each section of the new school building has its own area with light and spacious classrooms. The school is well maintained and clean. Classroom walls display some students' work. The large multi-purpose auditorium, 2 libraries, swimming pool, student canteen and outdoor playing fields and athletic track are impressive.

Many of these are in their final stages of completion. There is no outdoor covered area for play.

The school's health and safety team maintain accurate records. Policies and procedures are implemented effectively. Fire-fighting and electrical equipment is regularly tested and safe. Evacuation procedures are followed rigorously with clear records. First-aid procedures are followed carefully. The security of the building is rigorous. A lift provides access to some classrooms and specialist facilities for students with physical disabilities.

The school's resources to support its aims

Staff have appropriate qualifications and regular access to professional development training. Resources in classrooms, particularly in the primary section and in KG are inadequate and insufficient in number and variety to support the curriculum. Additional resources for active language learning and for exploration and investigation in science and mathematics are not sufficient. The libraries were not open for use during the inspection week as the school was waiting for the delivery of books.

ICT resources do not fully meet the needs of students in their development of 21st century skills such as research and independent learning. There are no ICT resources in classrooms for students' use. Interactive whiteboards in classrooms are mostly used effectively by teachers. PE resources are currently incomplete, and the swimming pool does not meet regulations. School transport is effectively maintained.

The effectiveness of leadership and management

The principal, with the support of the teaching team, has successfully established the effective working ethos of the school. The school runs smoothly on a daily basis. The principal has yet to appoint the full senior leadership team. The broadly accurate self-evaluation, including the effective monitoring of teaching and learning, has enabled the school to identify the correct priorities for improvement in the school's development plan (SDP). The SDP rightly focuses on improving the quality of teaching and learning. The principal acknowledges that more training is needed to develop teaching further, particularly in setting targets for teachers to improve the quality of learning for all students.

Effective arrangements for students' welfare, health and safety are in place. The school works effectively with parents. In discussions with parents, the vast majority of parents say they are happy with the school and that their children are safe and well looked after. Parents receive termly reports on their children's progress. The school has a clear complaints procedure in place. Teaching staff

feel well supported and say that all procedures regarding their employment in the school are in place and followed correctly. The school has yet to build effective links with outside organisations to enhance students' learning.

Capacity for further development

The principal and his teaching team demonstrate a strong capacity to develop further. The school has clearly identified through broadly accurate self-evaluation, the need to increase the number of Arabic teachers, the provision for ICT and to appoint further senior leaders to help him manage the school. The principal has already implemented clear policies and procedures to ensure the smooth running of the school and an improving quality of education.

What the school should do to improve further:

1. Improve the quality of teaching by:
 - i. appointing staff to monitor and evaluate teaching, and to set targets for the quality of teaching and learning
 - ii. providing teachers with professional development opportunities which match the schools' priorities and individual teachers' requirements
 - iii. including activities in all lessons which ensure students are actively involved in their learning
 - iv. providing more challenge in lessons to develop students' higher order thinking skills and independent learning
 - v. developing a more focused approach to new vocabulary through paired work and role play
 - vi. focusing students' attention on key vocabulary and structures before they write so that they can build on previous knowledge.
2. Improve the quality of the curriculum by:
 - i. providing resources in core subjects to enhance students' learning
 - ii. providing further ICT resources to build essential 21st century skills
 - iii. restructuring the lower grades to have one teacher for core subject lessons for continuity in curricular provision
 - iv. providing KG resources for play and gross motor development.
3. Improve the quality of leadership and management by:
 - i. establishing a board of governors and a structure of subcommittees, with clear roles and responsibilities, and setting a date for the first and future meetings.
 - ii. establishing a senior leadership team with defined roles and responsibilities to improve the quality of provision
 - iii. monitoring the use of the school's resources to make sure they are used fully for students' learning and personal development.

Inspection Grades

	Band A High performing			Band B Satisfactory		Band C In need of significant improvement		
Performance Standard	Outstanding	Very Good	Good	Satisfactory & Improving	Satisfactory	Unsatisfactory	Very unsatisfactory	Poor
	1	2	3	4	5	6	7	8
Standard 1: Students' attainment and progress								
Standard 2: Students' personal development								
Standard 3: The quality of teaching and learning								
Standard 4: The meeting of students' needs through the curriculum								
Standard 5: The protection, care, guidance and support of students								
Standard 6: The quality of the school's buildings and premises								
Standard 7: The school's resources to support its aims								
Standard 8: The effectiveness of leadership and management								
Summary Evaluation: The school's overall effectiveness								