



Irtiqa'a School Inspection

AY 2024/25

GEMS United Indian School

Rating: Good

Contents

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

School Information

General Information		
	Name	GEMS United Indian School
	Esis Number	9259
	Location	40, Al Waqar St, Bani Yas, Abu Dhabi, 20657
	Website	https://www.gemsunitedindianschool-abudhabi.com/
	Telephone	022059710
	Principal	KOLLAVANA GEORGE
	Inspection Dates	11 to 14 Dec 2024
	Curriculum	CBSE

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	3991
Number of Emirati students	0
Number of students of determination	37
Largest nationality group of students	India - Pakistan - Nepal

Information On Teachers

Number of teachers	180
Nationalities	India - Egypt - Pakistan
Number of teaching assistants	29

Changes since the previous inspection

Since the previous inspection, the school's overall judgment has remained the same at a good rating.

CBSE schools have been realigned into four phases: Phase 1 (KG–Grade 2), Phase 2 (Grades 3–5), Phase 3 (Grades 6–8), and Phase 4 (Grades 9–12).

Arabic medium subject's ratings have remained the same in all previously evaluated phases. Arabic as a second language has remained at a rating of good across phases 2 and 3. Phases 1 and 4 were not rated previously. Islamic education has remained at a rating of good across phases 2, 3 and 4. Phase 1 was not rated previously. UAE Social Studies has remained at a good rating for Phase 2 and remained at a very good rating for Phase 3. Phases 1 and 4 were not rated previously.

Achievement in English medium subjects (EMS) has mostly remained the same rating as the previous report. • The exception lies with Phase 4 English, where progress and attainment have advanced from very good to outstanding. Additionally, Phase 2 Math has shown improvement in attainment, rising from good to very good, while Phase 2 Science has also progressed in attainment, moving from good to very good.

Learning skills remain good in Phases 2 and 3, and very good in Phase 4, but improve from good to very good in Phase 3. As students move to higher phases, their collaboration skills develop significantly, becoming well-advanced by the time they reach the higher phases.

Students make clear connections across learning areas, with older students applying their knowledge more effectively to real-world contexts. Higher-order thinking skills are less consistent, though older students confidently use technology for tasks and research.

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 good in personal development in phases 2, 3, and 4 and acceptable in phase 1. Students' understanding of Islamic values and awareness of Emirati and global cultures are rated as acceptable for all phases. Social responsibility and innovation skills are rated as good for phases 1, 2, and 3 and very good for phase 4.

The quality of teaching has improved in Phase 3 from good to very good. In Phase 4, the rating remained very good. This is mainly due to teachers providing students more opportunities to take responsibility for their learning and teachers using questioning techniques more skillfully. In phases 1 and 2, the rating has remained good. Assessment has remained good for phases 1, 2 and 3 and very good for phase 4. The systems and procedures for assessing students are consistent and coherent. Outcomes in the CBSE examinations continue to be high, but the PISA assessments did not meet targets in mathematics and science.

Performance Standard 4, related to the curriculum, was evaluated. Curriculum design and implementation are rated good across all phases, while curriculum adaptation is rated good for Phases 1, 2, and 3 and very good for Phase 4.

The school continues to ensure that standards of health and safety, including those of child protection, remain at an outstanding rating across all phases. Leaders ensure that all statutory requirements are met. The care, guidance, and support of students have regressed from a very good rating to good across all phases. Leaders recognize the need to increase care and support provision to ensure students are appropriately identified and supported.

The effectiveness of leadership has remained at very good. Self-evaluation and improvement planning have improved from good to very good.

The improved judgment is supported by leaders' proactive engagement in self-evaluation, involving all stakeholders and considering parents' perspectives. Additionally, while the SEF and SIP have areas for development, leaders have demonstrated success in maintaining strong safeguarding practices and improving attainment in Phase 2 mathematics and science, as well as teaching and learning in Phase 3. Partnerships with parents and the community have remained very good.

Governance has remained at very good. Management, staffing, facilities and resources have remained at a very good rating. Leaders are very proud to be the first Indian curriculum school in the world to have been awarded the HPL World Class school award.

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

The school has benchmarked students' attainment against international standards. In 2019 the school entered students for the TIMSS (Trends in International Mathematics and Science Study) assessment. It also participated in the 2023 TIMSS assessment and is awaiting the results. The school participated both in the 2021 PIRLS (Progress in International Reading Literacy Study) and the 2022 PISA (Program for International Student Assessment) assessments.

The school had targets for the 2022 PISA assessments and only achieved their reading literacy target. The school did not have specific targets for its performance in the 2019 TIMSS assessments but is aware of the new targets set for the 2023 assessment. There is a comprehensive awareness of international benchmarking, and the school promotes the importance of doing well and making a more global comparison.

The school has established dedicated teams to develop teachers' skills in adjusting their teaching to meet the specific demands of the questions that appear in the international assessments through detailed analyses of past paper questions and outcomes. Teachers have received professional development to raise awareness of how to align their curriculum with the requirements of the international assessments. Students have been practicing the type of questions they are likely to encounter in the 2025 PISA assessment on a daily basis and the curriculum has been mapped and modified appropriately to ensure that all content and skills are covered appropriately. Students

are given weekly training sessions on the types of questions that are on the external Ei ASSET assessments to help them prepare for the assessments. Their performance in these tasks is monitored and where gaps in their knowledge or skills are identified appropriate adjustments are made to the lesson planning.

Performance in standardized and international assessments

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

Standardized Assessments

Ei ASSET assessments are used as an external assessment for grades 3-9.

Grade 10 students are entered for the Central Board of Secondary Education (CBSE) external examinations in Social Studies, English, Mathematics, and Science, with one class entered for Arabic.

Grade 12 students are entered for English, Mathematics and Biology, Physics and Chemistry, and a range of elective subjects.

In the academic year 2023/24, Grade 10 attainment in CBSE Social Studies was rated as outstanding, while attainment in CBSE Arabic was rated as very good.

Student outcomes in the CBSE Grade 10 external assessments were outstanding in English and very good in Mathematics and Science. The outcomes for Grade 12 students in these assessments were outstanding in English and Biology and good in Mathematics, Physics, and Chemistry. The outcomes in the elective subjects in Grade 12 were all either outstanding or very good, apart from accountancy, where the outcomes were good.

Students' outcomes in the English Ei ASSET for the academic year 2023/24 are very good in Phases 2 and 4 and outstanding in Phase 3.

In Mathematics Ei ASSET for AY 2023/24, Phase 2 results are very good, while Phases 3 and 4 show weak performance.

In Science Ei ASSET for AY 2023/24, Phases 2 and 3 results are very good, while Phase 4 results are weak.

International Assessments: TIMSS, PISA, PIRLS

15-year-old students participated in the PISA 2022 international assessments.

The results in mathematical literacy (489.7), below the target of 517.7, and science literacy (488.9), below the target of 497.2, are both above international standards.

The school met its reading literacy target of 515.9 with a score of 519, exceeding international expectations. This result, which aligns with PISA Proficiency Level 3 in the 2022 assessments, is reflected in the school's outstanding inspection judgments.

In the 2019 TIMSS assessments the Grade 4 students' performance was at the intermediate International Benchmark in both mathematics and science. Grade 8 students were at the intermediate benchmark in mathematics but at the high benchmark for science. Girls outperformed the boys in Grade 4 in both subjects but by Grade 8 it was the boys who outperformed the girls in both areas. The school has yet to receive the outcomes of the more recent 2023 assessment. The school has no targets as yet against which they can benchmark their own data. In the 2021 PIRLS assessment, the Grade 5 students' outcomes were at the high international benchmark.

Reading

The school has two libraries, one serving students in phases 1 and 2 and the other catering to phases 3 and 4, each managed by a qualified librarian. Together, the libraries house approximately 23,000 books, including 1,300 in Arabic, the majority in English, and a selection in Hindi and Malayalam. The collections feature a diverse range of fiction, non-fiction, magazines, and reference materials. Additionally, computers in the libraries provide access to an online library, enabling students to further explore reading in both Arabic and English.

In both libraries, students write and display helpful book reviews, championing authors and making reading recommendations to other students. The libraries are suitably furnished, with well-ordered bookshelves, stimulating visual displays, chairs, desks, and comfortable lounge chairs.

Weekly library lessons are scheduled for students in Grades 3 to 6, while other students utilize the library for borrowing books, conducting research, or reading quietly for information or enjoyment. The libraries are also accessible during break times and after school for extracurricular activities. Most classrooms, particularly in phases 1 and 2, feature dedicated reading corners, allowing students to select books and engage with them during class time.

The school development plan includes a reading development plan. Reading is promoted in all Arabic and English-medium subjects, for example, by understanding complex vocabulary in science by using clues from the context, a skill learned in English.

The school promotes a reading culture through initiatives like the 'Reader of the Week' competition and participation in regional reading contests. Librarians actively seek input from students and teachers when selecting new resources to ensure they meet the community's needs.

Teachers and librarians collaborate to track students' reading achievements by monitoring their habits and progress. For students facing reading challenges, additional support classes are provided. Parents play a vital role by encouraging reading at home, listening to their children read, and ensuring access to books.

Strengths of the school

- The school has robust safeguarding procedures, including comprehensive policies, trained staff, and student involvement to ensure protection from abuse, bullying, and cyberbullying.
- Phase 4 achievement is strong, with students valuing the diverse curricular opportunities offered.
- Students across the school demonstrate effective communication skills in English.
- Students demonstrate positive attitudes towards learning, exhibit respectful behavior and maintain trusting relationships.
- Positive partnerships exist between the school and the parents.
- Governors possess knowledge of the school, its priorities, and maintain a realistic view of the school.

Key Recommendations

1.Raise student achievement in Phase 1 and English-medium subjects by:

- using accurate assessments to align activities with students' abilities and needs.
- strengthening foundational mathematical skills in Phase 1 with an emphasis on place value and arithmetic.
- expanding opportunities for students across phases to use technology for research, innovation, and problem-solving.
- ensuring teachers in Phase 1 model accurate spoken and written English appropriate for students' developmental stages.
- providing targeted support to help students develop stronger skills in English language arts.
- encouraging collaboration among teachers to align instructional practices across phases and subjects.
- monitoring and adjusting strategies based on ongoing assessment data to ensure continuous student progress.
- developing students' scientific terminology and methodology across all phases, focusing on independent investigations in Phases 3 and 4.
- improving students' extended writing and comprehension skills across phases, with a focus on clear expression and critical thinking.

2. Improve teaching, learning, and assessment quality by:

- supporting teachers in managing classrooms and organizing lessons effectively, particularly in Phase 1.
- enhancing the use of assessments to tailor activities for emerging student needs.
- ensuring all teachers use assessment data to inform lesson planning, focusing on both individual and group needs.
- strengthening marking and feedback to provide actionable steps for improvement, particularly in Phases 1 and 2.
- fostering a reflective practice among teachers through peer observations and collaborative discussions about assessment results.
- promoting differentiated instruction to address diverse learning styles and abilities in the classroom.
- providing professional development on effective literacy and numeracy strategies to ensure consistent teaching practices.
- encouraging cross-curricular connections to reinforce subject knowledge and enhance students' problem-solving abilities.
- integrating formative assessments to track progress in core subjects and adjust instruction accordingly.

3. Strengthen leadership and management by:

- ensuring the self-evaluation process is more analytical and evaluative, identifying key improvement areas linked to performance standards.
- establishing a transparent process for electing parent representatives to the governing board.
- providing feedback to teachers that emphasizes student outcomes and actionable improvements.
- enhancing leadership training to develop more effective communication and decision-making skills.
- ensuring leaders use data to drive strategic planning and continuously monitor progress towards goals.
- improving attendance to reach at least 94%, implementing strategies to monitor and address absenteeism.

4. Ensure further development of inclusive education to support student personalization and well-being by:

- ensuring the inclusion team has sufficient capacity to identify and support all students of determination and gifted and talented students, particularly in Phases 3 and 4.
- providing targeted professional development for teachers and teaching assistants to address the diverse learning and behavioral needs of all students.
- enhancing teaching assistants' understanding of their role in effectively supporting and improving students' learning and achievement in lessons.
- promoting healthier lifestyle habits and addressing obesity through targeted programs.

- implementing and regularly monitoring personalized learning plans to ensure they meet the unique needs of each student.
- strengthening collaboration between parents and the inclusion team to support student progress and well-being.

Overall School Performance: Good

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

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

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

Inspection findings

PS1: Students’ achievements

Islamic Education

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



Holy Qur’an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The school’s analysis of internal assessment data at the AY 2023/24 against the Ministry of Education (MoE) curriculum standards indicates that the majority of students throughout all phases attain levels that are above curriculum standards, which aligns well with the levels of attainment observed in lessons.
- The school has no external national or international assessments for Islamic Education.
- In lessons and their recent work, the majority of students in all phases demonstrate levels of knowledge in Islamic principles, etiquette, Holy Qur’an, and Hadeeth that are above curriculum standards.
- Over the past three years, student attainment across all phases was outstanding in the academic year 2021/22. However, it dropped to good in Phases 1, 2, and 3 during the subsequent academic years, 2022/23 and 2023/24. In Phase 4, attainment dropped to very good in 2022/23 and further declined to good in 2023/24.
- The school’s analysis of internal assessment data indicates that the majority of students in all phases make better than expected progress over time and from their starting points.
- In lessons and recent work in all phases, the majority of students make better than expected progress in developing their knowledge of Islamic principles, values, Qur’an, and Hadeeth.
- The school’s internal assessment data analysis indicates that the majority of boys and girls across all phases, low attainers in phases 1, 2, and 3, and high attainers in phases 1 and 2 make better-than-expected progress.

- Most high attainers in phases 3 and 4 make better than expected progress.
- Students of determination, including those with additional learning needs, make acceptable progress in Phase 1, weak progress in Phase 2, very good progress in Phase 3, and outstanding progress in Phase 4.
- Most gifted and talented in phases 2, 3, and 4 make better-than-expected progress.
- In lessons, the majority of groups of students make better-than-expected progress overall. Girls make better progress than boys in phases 2 and 3. Students with additional learning needs, including students of determination, make better-than-expected progress toward their targets. Lower- and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Enhance students' Qur'an recitation skills and application of the Tajweed rules in phases 2, 3 and 4.
2. Develop students' inquiry and project-based learning skills, enabling them to independently seek evidence from the Holy Qur'an and Hadeeth to support and justify their responses.
3. Strengthen students' knowledge and understanding of Quranic interpretation (Tafsir) for the assigned verses.

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	Good	Good

Findings:

- The analysis of school internal assessment data against the Ministry of Education (MoE) curriculum standards indicates that the majority of students in all phases attain levels above curriculum standards. This level of attainment is aligned with the levels of students' knowledge and skills observed in lessons in all phases.
- There are no external, national, or international examinations for Arabic as a Second Language in grades 1-9. However, Grade 10 students' results in the CBSE Arabic exam were very good.
- In lessons and their recent work, the majority of students in all phases demonstrate levels of listening, understanding, comprehension, and reading skills that are above curriculum standards.
- Over the past three years, the school's internal assessment data indicates that attainment has remained consistently good in Phase 2. However, in Phases 1, 3, and 4, attainment regressed from very good in 2021/22 to consistently good in the past two academic years, 2022/23 and 2023/24.
- School internal assessment data shows that a majority of students in phases 1, 2, 3, and 4 make better than expected progress over time from their starting points and the curriculum standards.
- In lessons and recent work, the majority of students in phases 1, 2, 3 and 4 make better than expected progress in developing listening, understanding, speaking and reading skills against learning objectives aligned to curriculum standards.
- The school's assessment data indicates that the majority of boys, girls and low attainers make better than expected progress in all phases, except for phase 3, where the large majority of girls make better than expected progress. The school data also shows that the majority of high attainers in Phases 3 and 4, the large majority in Phase 2, and the majority in Phase 1 make better than expected progress. Most students with additional learning needs, including students of determination in all phases and most gifted and talented students in phase 3, make only expected progress from their starting point. However, all gifted and talented students in phases 1 and 2, and most of them in phase 4, make better than expected progress. In lessons, high attainers do not consistently make sufficient progress from their starting points. Low attainers struggle to accelerate their learning due to limited opportunities. Both boys and girls make progress in lessons that is equal to and better than expected.

Next Steps:

1. Improve students' attainment and progress across all phases.
2. Improve students' reading fluency and functional language skills in Phase 2.
3. Strengthen students' extended writing skills in phases 2, 3 and 4.

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	Good	Good	Very Good	Very Good
	Progress	Good	Good	Very Good	Very Good

Findings:

- The analysis of school internal assessment data against the Ministry of Education (MoE) curriculum standards indicates that majority of students in phases 1 and 2, and a large majority of students in phases 3 and 4 attain levels that are above curriculum standards. This level of attainment is aligned with the levels of students' knowledge and skills observed in lessons across all phases.
- There are no external, national or international examinations for social studies in grades 1-9. However, Grade 10 CBSE Social Studies for AY 2023/24 result was rated as outstanding.
- In lessons and their recent work, a majority of students in phases 1 and 2, and a large majority of students in phases 3 and 4 demonstrate levels of knowledge and skills that are above the MoE curriculum standards.
- Over the past three years, the school's internal assessment data indicates that attainment in all phases has declined. In Phases 1, 3, and 4, attainment dropped from outstanding in the academic year 2021/22 to consistently very good in Phases 3 and 4, and consistently good in Phase 1 over the past two academic years, 2022/23 and 2023/24. Similarly, in Phase 2, attainment declined from very good in 2021/22 to consistently good in 2022/23 and 2023/24.
- School internal assessment data shows that majority of students in phases 1 and 2; and a large majority of students in phases 3 and 4 make better than expected progress over time from their starting points.
- In lessons and recent work, the majority of students in phases 1, and 2, and a large majority of students in phases 3 and 4 make better than expected progress against learning objectives aligned to curriculum standards.
- The school's assessment data indicates that the majority of boys and girls in phases 1 and 2, and the large majority in phases 3 and 4, make better-than-expected progress. Similarly, the majority of low attainers across all relevant phases and the large majority of high attainers in all phases achieve better-than-expected progress.
- However, most students of determination, including those with additional learning needs, make the

expected progress across all phases. Most gifted and talented students in phases 2 and 4, as well as a large majority in phases 1 and 3, also make better-than-expected progress.

- In lessons, high attainers do not consistently make sufficient progress from their starting points. Low attainers struggle to accelerate their learning due to limited opportunities. Boys and girls make equal and better than expected progress in lesson.

Next Steps:

1. Develop and implement differentiated instructional strategies to ensure that high attainers and students of determination make better-than-expected progress in lessons.
2. Develop a structured attainment improvement plan to address the decline in attainment across all phases. Focus on strengthening core social studies skills aligned with MoE curriculum standards.

English

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



Speaking



Listening



Reading



Writing

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

Findings:

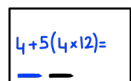
- The school's analysis of internal assessment data in AY2023/24 indicates that the large majority of students across all phases attain levels that are above curriculum standards.
- In CBSE examinations for AY 2023/24, Phase 4 result was outstanding. The school met its reading literacy target of 515.9 with a score of 519, exceeding international expectations. This result, which aligns with PISA Proficiency Level 3 in the 2022 assessments, is reflected in the school's outstanding inspection judgments.
- In lessons and recent work, the majority of students in Phase 1 attain levels above curriculum standards.
- Over the last three years, the school's trends in internal assessment data indicate that Phase 1 students' attainment declined from Outstanding in AY2021/22 to Good in AY2022/23 then improved to Very Good in AY 2023/24. Phase 2 has maintained Very Good attainment over the past three years. Students' attainment in phases 3 and 4 declined from Outstanding in AY2021/22 to Very Good in AY2022/23 and 2023/24. In CBSE exam, students maintained Outstanding attainment over the past three years.
- The school's internal assessment data indicates that in all phases, the large majority of students make better than expected progress in relation to their individual starting points and the curriculum standards.
- In lessons and recent work, the majority of students in Phase 1 and the large majority of students in Phases 2 and 3 make better than expected progress against learning objectives aligned to curriculum standards. In Phase 4, most students make better-than-expected progress.
- There are no significant variations in the rates of progress made between most of the different groups. Boys and girls make very good progress across all phases. Low attainers make good progress in Phases 1 and 3, while achieving very good progress in Phases 2 and 4. High attainers in Phases 1, 2, and 3 make very good progress, while in Phase 4, progress is good.
- However, most students of determination in phases 1, 2, and 3 make only acceptable progress, except in Phase 4, where progress is very good. Gifted and talented students make outstanding progress across phases, with the exception of Phase 3, where progress is very good.

Next Steps:

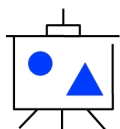
1. Develop and implement targeted intervention plans to ensure students of determination make better-than-expected progress consistently across all phases.
2. Introduce structured monitoring systems to track progress regularly and provide timely interventions, especially in Phases 1, 2, and 3.
3. Implement advanced learning opportunities and enrichment programs to challenge high-attaining students in Phase 4 and ensure their progress aligns with their potential.

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:



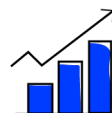
Number and quantity and their use



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	Very Good
	Progress	Good	Good	Good	Very Good

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against CBSE curriculum standards indicates that the majority of children in KG and phase 3 and the large majority of students in phases 2 and 4 attain levels that are above the curriculum standards. In the external CBSE examination, most the students attain levels that are above curriculum standards in Grade 10, and the majority of students attain levels above curriculum standards in Grade 12. In the external examination of EI ASSET a large majority of students in phase 2 attain levels that are above curriculum standards. In phases 3 and 4, less than three-quarters of students attain levels that are at least in line with international standards. In PISA 2022, the school scored 490 and stood at the proficiency level of 3. In 2019, the PBTS Math score was 540, and in TIMSS 2019, phases 2 and 3 were at intermediate TIMMS International Benchmark, with phase 2 scoring 522 and phase 3 scoring 536.
- In lessons and their recent work, the majority of students in phases 1, 2, and 3 demonstrate levels of knowledge, skills, and understanding that are above curriculum standards.
- Over the last three years, the school's trends in internal assessment data indicate that the attainment of students is variable in Phases 1 and 2. In AY 2021/22, students' attainment was outstanding, then it declined back in AY2022/23 to Good, which then improved to Very Good in AY2023/24. In phase 3, students' attainment was Very Good in AY2021/22, which then declined to Good in the past two years. Phase 4 students maintain a Very Good attainment over the past three years. The trends in attainment in the CBSE board examination improved from Good in the last two years to Very Good in the previous year, and the EI ASSET examination also improved from weak in the last two years to Very Good in AY2023/24.
- The school's internal assessment data indicates that the majority of students in phases 1, 2, and 3 and the large majority of students in phase 4 make better than expected progress in relation to their individual starting points and the curriculum standards.
- In lessons and in their recent work, the majority of students in phases 1, 2, and 3 and the large majority of students in phase 4 make better than expected progress against learning objectives aligned to curriculum standards.
- The school's data indicate that across the phases, boys and girls make the same progress, with the majority being above curriculum expectations. The progress of the large majority of the students identified by the

school as low and high attainers is above these expectations except for low-attaining students in phases 3 and 4 where only the majority of students make expected progress. The progress of most students identified as being gifted and talented is above expectations in phases 1 and 2. Most of the students with additional learning needs make acceptable progress.

Next Steps:

1. Implement focused intervention programs to ensure low-attaining students in Phases 3 and 4 make better-than-expected progress and close learning gaps.
2. Develop individualized support plans and provide targeted remedial sessions through small-group or one-on-one instruction.
3. Implement a structured attainment improvement plan to ensure consistency in performance across Phases 1, 2, and 3, particularly in external assessments like EI ASSET and PISA.

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	Very Good
	Progress	Good	Good	Very Good	Very Good

Findings:

- The school's internal assessment data for AY2023/24 indicates that a large majority of students in all phases attain levels that are above curriculum standards.
- The school has recently conducted ASSET tests for students in phases 2,3 and 4. Results for AY 2023/24 indicate that the large majority of students in phases 2 and 3 attain levels that are above the international standards. However, less than three-quarters of students in Phase 4 attain levels that are in line with international standards.
- In CBSE examinations for AY 2023/24, the large majority of students in Phase 4 attain levels that are above the international standards, and the majority attain levels that are above the international standards in Physics and Chemistry. In Biology, most of the students in phase 4 attain levels that are above international standards.
- In the Trends of International Assessment in Mathematics and Science Studies in 2019 (TIMSS), students' attainment in Science Grade 4 was benchmarked at the intermediate and Grade 8 at high levels.
- In PISA 2022, students' scientific literacy skills were assessed, and the results indicate a score of 488.9. While this score does not meet the target of 497.2, it remains above international benchmarks.
- In lessons and recent work, a majority of students demonstrate scientific knowledge, understanding and skills that are above curriculum standards in Phase 1. In phases 2, 3, and 4, a large majority of students demonstrate scientific knowledge, understanding, and skills that are above curriculum standards.
- In Phase 1, students develop foundational skills by predicting and observing outcomes in simple experiments, such as determining which objects will sink or float. In Phase 2, they build on this foundation by applying their knowledge and understanding to communicate ideas about various scientific phenomena they encounter effectively. By Phase 3, students advance to using practical and laboratory skills to conduct experiments independently. In Phase 4, students further refine their scientific thinking, inquiry, and investigative skills to analyze, explain, and draw conclusions from their observations and studies.

- Over the past three years, the school's attainment data shows a fluctuation in Phases 1 and 2. Student attainment in these phases declined from Outstanding in AY 2021/22 to Good in AY 2022/23, before improving to Very Good in AY 2023/24. In Phase 3, student attainment declined from Outstanding in AY 2021/22 to Good, remaining at this level for the last two academic years. In Phase 4, attainment has consistently been rated as Very Good over the three-year period.
- The school's internal assessment indicates that the majority of students in phases 1 and 2 and the large majority of students in phases 3 and 4 make better than expected progress in relation to individual starting points and the curriculum standards.
- In lessons, a majority of students in phases 1 and 2 make better than expected progress gaining new knowledge and understanding in relation to learning objectives aligned with the expected curriculum standards. In phases 3 and 4, a large majority of students make better than expected progress against the learning objectives aligned with the expected curriculum standards.
- The school's internal data shows that boys, girls, and high-attaining students achieve good progress in phases 1 and 2 and very good progress in phases 3 and 4. Low-attaining students make good progress across all phases, except in Phase 2, where their progress is very good. Students of determination, including those with additional learning needs, make acceptable progress across all phases. Gifted and talented students achieve outstanding progress in phases 1, 2, and 4, and very good progress in Phase 3.

Next Steps:

1. Enhance students' proficiency in using and understanding correct scientific terminology in Phase 1.
2. Ensure all students in Phase 2 are able to formulate hypotheses, draw conclusions, and effectively communicate their ideas.
3. Develop students' ability across all phases, particularly Phases 3 and 4, to apply scientific methodology in designing and conducting independent practical investigations.

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	Good	Good	Very Good ↑	Very Good

Findings:

- Students are keen to learn and increasingly take responsibility for their own learning as they progress through the school. By the upper grades in Phase 4, they develop into mature, independent learners who are well-prepared for the next stage of their education. Younger students, particularly those in Phase 1 and the lower grades of Phase 2, often rely on their teachers for guidance. While they generally enjoy learning and take some responsibility for their progress, they show limited initiative in making independent choices about their work and inconsistently recognize their strengths and weaknesses. In contrast, older students exhibit increasing self-reflection, effectively assessing their strengths and identifying areas for improvement.
- Students' collaboration skills progress notably across the phases. In Phase 1 and the early grades of Phase 2, students collaborate in groups and pairs but typically for short durations. Participation is often inconsistent, with some students dominating tasks while others contribute minimally to discussions or writing activities. By the later stages of Phase 2, students clearly understand individual roles within group tasks, use shared rubrics effectively, and contribute equally to discussions and presentations. In Phases 3 and 4, collaboration skills are well-developed, with students working effectively in teams and clearly communicating their learning during group activities.
- Students across all phases make clear connections between areas of learning and relate these to their understanding of the world. In Phases 1 and 2, these connections are primarily curriculum-driven, often guided by teachers to help students see links within their learning. By Phases 3 and 4, students develop the ability to make regular and meaningful connections independently, effectively applying their knowledge to real-world contexts, such as integrating mathematical skills into science lessons.
- Higher-order thinking skills are developed inconsistently across all phases. In Phase 1, students use technology to complete basic tasks such as accessing resources and quizzes. By Phase 2, students begin to develop simple research skills, such as using search engines, as demonstrated in a Grade 3 science lesson on recyclable materials.
- In Phases 3 and 4, students are enterprising and effectively use educational technology for research, confidently finding and applying information. However, research skills are inconsistently developed across the phases, with limited opportunities to refine them. Innovation, inquiry, and critical thinking skills are still emerging, particularly in Phases 2 and 3, where students rarely design investigations or test hypotheses. As a result, these skills remain underdeveloped in Phase 4.

Next Steps:

1. Enhance collaboration skills in lessons and focus on developing higher order thinking skills in phase 1 and 2.
2. Develop students' ability to create more effective connections with other learning areas in Phase 1.
3. Improve students' inquiry, innovation and research skills in all subjects and phases.

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

Personal Development

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

Findings:

- In Phase 1, students demonstrate a positive attitude toward learning and appreciate feedback from teachers.
- In Phases 2, 3, and 4, students maintain a positive attitude toward learning and enjoy attending school. They respond well to feedback and instructions, becoming increasingly self-reliant with less guidance from teachers. While students value critical feedback, they are less likely to take independent initiative and often rely on guidance rather than driving their learning forward.
- Across the school, students consistently exhibit positive behaviors, treating each other with respect and ensuring the school remains a safe space for all. In Phase 1, students demonstrate positive behavior, showing courtesy and respect towards each other. They follow school rules, contributing to a safe and well-disciplined environment. Bullying is rare, and students display a strong sense of responsibility in maintaining a harmonious school atmosphere.
- Students across the school maintain respectful and considerate relationships with their peers. Teachers are attentive to the needs of others and consistently support one another.
- Students across all phases demonstrate positive attitudes toward healthy living. In Phase 1, students have a general understanding of healthy habits, while students in phases 2, 3, and 4 exhibit a sound understanding of healthy living. Almost all students bring healthy lunches to school.
- Students engage in activities promoting a healthy lifestyle, such as sports events and the "Cooking without Fire" initiative. However, a few students still make inconsistent dietary choices.
- Attendance rate is 93%, which is acceptable. While a few students occasionally arrive slightly late for the morning assembly, nearly all students are prepared and ready for the first class.

Next Steps:

1. Encourage students to actively seek feedback while reinforcing their understanding of its value.
2. Improve students' attendance across the school and particularly in Phase 1.
3. Enhance existing procedures to ensure all students make better food choices and embrace a healthier lifestyle.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Students across all phases demonstrate an adequate appreciation and understanding of Islamic values and practices that influence contemporary UAE society. They provide relevant examples to illustrate how Islamic values are integrated into UAE society and participate in Islamic celebrations, such as Ramadan and the Prophet’s birthday.
- Students across all phases demonstrate a basic knowledge of UAE culture and heritage, singing the National Anthem with respect and pride. The corridors and classrooms feature numerous displays that promote understanding and awareness of Emirati culture. Throughout the academic year, students show respect for UAE heritage by participating in a few cultural activities and national events, including Flag Day and National Day celebrations.
- Students, across all phases, demonstrate a basic understanding and appreciation of their own culture; however, their knowledge of other world cultures is less developed. Students show limited ability to compare their own culture with others and recognize similarities and differences.

Next Steps:

1. Expand students' knowledge of world cultures across all phases.
2. Enhance students' understanding of UAE culture and heritage across all phases.
3. Provide more opportunities for students to participate in Islamic celebrations and cultural activities across the school.

Social responsibility and innovation skills

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

Findings:

- Students understand their roles and responsibilities in all phases, fostering a strong sense of belonging to the school community. In Phase 1, students regularly volunteer in activities such as serving as group spokespersons or contributing ideas and work to class and school newsletters. In Phases 2 and 3, students show their commitment to enhancing the school environment through voluntary activities, such as creating and maintaining the school garden. In Phase 4, students participate willingly and responsibly in leadership roles, actively engaging with the wider community. They lead debates on social justice issues and take on roles as prefects or house leaders.
- Students consistently show a positive work ethic in lessons and in extracurricular activities such as sports and cultural programs. They are responsible and self-disciplined and work hard to achieve the objectives set for them. Students are innovative, in Phase 1, by reusing classroom materials to create captivating displays highlighting issues like ocean and shoreline pollution. Older students work creatively and innovatively in various subjects, such as designing and marketing eco-friendly fashion garments.
- Students across all phases demonstrate a commitment to sustainability and environmental conservation, both locally and globally. They actively contribute original ideas on conservation during discussions in subjects such as English, social studies, and science. Their enthusiasm is further reflected in participation in community recycling and conservation projects, with Phase 3 students playing a key role in a city-wide campaign promoting environmental sustainability, such as plastic reuse.

Next Steps:

1. Increase the opportunities for students to take on leadership roles at different levels within the school.
2. Develop students' enterprise skills at an age-appropriate level in Phases 1 and 2.
3. Extend students' involvement in sustainability activities across all phases fostering active participation in conservation and preservation initiatives.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers consistently demonstrate good knowledge and understanding of how students learn and use various strategies effectively to promote good achievement in their lessons. Teachers use their secure subject knowledge effectively, especially in phases 3 and 4, to ensure students learn in an interesting and meaningful way. However, Phases 1 and 2 teachers are sometimes less secure in this area.
- The school has adopted a common lesson planning format across all phases, ensuring teachers adapt lessons to meet learners' needs. In Phases 1 and 2, lessons are purposeful, with effective use of time and resources; however, differentiation remains generic across grade levels and inconsistently applied for students of determination. In Phases 3 and 4, the motivating learning environment is enriched by classroom displays that celebrate student work. In Phase 4, engaging lesson plans and skillful use of resources effectively support learning and critical thinking. Despite this, opportunities exist to enhance learning outcomes through more consistent and innovative resource use across all subjects.
- Resources are adequate but inconsistently utilized, particularly in lower grades, to enrich students' learning experiences. In KG, classroom assistants provide support, but their impact on learning is inconsistent. Additional training for both assistants and teachers is needed to maximize their contributions to children's learning.
- In Phases 1 and 2, teacher interactions are warm and supportive, fostering a willingness to learn. Effective questioning encourages engagement, dialogue, and participation. However, in some lower-grade lessons, narrow questions that require single-word answers limit opportunities for students to develop speaking, listening, and reasoning skills. In Phases 3 and 4, interactions focus on discussions and questioning that promote critical thinking. For example, in science, students use subject-specific vocabulary to explain concepts, while in English, they express reasoned opinions during debates. These practices enhance their analytical skills. However, a more consistent direction of questions for individual students is needed to avoid whole-class responses and improve inclusive engagement across all phases.
- Teaching in most lessons effectively meets students' needs, particularly in the upper phases. In Phases 1 and 2, teachers implement strategies to support most students, although teacher-led instruction at times limits engagement, especially in KG and Phase 2, where students are less actively involved before participating in tasks. While teachers tailor their approaches to assist students, particularly those needing additional support, tasks for more able students sometimes lack sufficient challenge or extension. In Phases 3 and 4, teaching strategies are highly effective, consistently challenging and supporting students through targeted support and extension opportunities. These strategies foster a dynamic learning environment, ensuring tasks are well-aligned with individual learning needs and promoting deeper understanding and skill development.
- Students have opportunities to develop critical thinking across all phases, with teachers in the higher phases purposefully fostering it through questioning that encourages students to apply their knowledge in evaluative contexts. In Phases 1 and 2, teachers systematically develop critical thinking by introducing tasks that challenge students' understanding. As students progress, problem-solving skills are nurtured through a

range of learning tasks, supported by High-Performance Learning (HPL) strategies that become more effective over time. While the impact of these strategies is less evident in the lower phases, students collaborate on problem-solving tasks and present their work. In the higher phases, collaborative work is of better quality, though some tasks may not always suit effective collaboration, and group sizes can limit participation.

Next Steps:

1. Enhance Phase 1 teachers' ability to create exploratory environments and better utilize classroom assistants.
2. Align learning activities more consistently with the needs of individual students across all subjects and phases.
3. Strengthen the development of inquiry and innovation skills, ensuring effective group management and more challenging tasks.

Assessment

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

Findings:

- The school's assessment processes are coherent, consistent, and aligned with the CBSE and MoE curriculum standards, effectively measuring students' progress. In Phase 4, assessments provide reliable and comprehensive evaluations of both academic and personal development, ensuring a well-rounded understanding of student performance.
- The school effectively benchmarks students' academic performance against international standards. Students' outcomes in English, Science, and Mathematics are compared using PISA 2022, TIMSS 2023, and PIRLS 2021. Additionally, the school conducts regular assessments using the CBSE exams for grades 10 and 12, and Ei ASSET assessments for grades 3-9.
- Senior leaders conduct robust analyses of internal and external assessment outcomes, sharing these findings with phase supervisors and subject coordinators for further discussion at the subject level. These analyses provide valuable insights into students' progress, both individually and as groups. Subject departments utilize a standardized, data-informed progress-tracking system to identify learning gaps. While all teachers have received professional development in data analysis, its impact on classroom practice remains inconsistent.
- Most teachers use assessment data to inform their teaching strategies; however, the information about learners is often broad and does not always allow for the personalization of learning for different student groups. In Phase 4, the use of assessment data is particularly effective, as subject leaders are well-informed about internal assessment outcomes and can provide targeted guidance to teachers. This enables them to adapt the curriculum and, if needed, reteach areas where students are struggling. While teachers are generally aware of the specific learning needs of various student groups, including students of determination, they do not consistently apply this information to meet these needs effectively in lessons.
- Teachers provide feedback to students during lessons, although the quality of formative feedback, particularly in workbooks, varies. A new marking and feedback structure has been introduced, which includes elements of self-assessment, helping students identify areas of strength and areas for improvement. While the implementation of this system is still inconsistent, its impact on student outcomes is evolving. In some instances, teachers' comments lack clarity and fail to model appropriate presentation standards. Students are occasionally encouraged to engage in self-assessment and peer assessments during lessons, although the frequency and effectiveness of this practice can vary.

Next Steps:

1. Utilize assessment data more effectively to inform teachers' planning, ensuring that the needs of both more and less able students are addressed.
2. Provide teachers with continuous professional development on implementing assessment-for-learning strategies and using data analysis to adjust their teaching practices.
3. Enhance the quality of written feedback to students, providing clear, actionable steps to guide improvement in their learning.

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 curriculum is broad, balanced, and age-appropriate, effectively developing knowledge, skills, and understanding. It aligns with the school’s authorized curriculum, the Indian National Curriculum Framework (NCF), and meets CBSE and MoE requirements. The curriculum offers a sufficient range of subjects and languages across all grades, with an appropriate balance of knowledge and skills, though there is a stronger focus on knowledge in most subjects. Practical learning experiences are promoted in mathematics and science. In Phase 1, the curriculum blends elements of CBSE and the British early years foundation stage curricula, but opportunities for play-based learning to explore and understand the environment are limited.
- The curriculum is planned to build on students' previous achievements across all key subjects, ensuring that it meets the needs of most students and prepares them well for the next phase of education, both within the school and beyond. Curriculum maps provide a comprehensive overview of planned content for each grade, aligned with school standards to ensure sequential learning across different areas. The curriculum follows a competency-based approach and incorporates elements from the latest NEP 2023 and NCF 2023 assessment guidelines for Grades 9-12. Additionally, it integrates High-Performance Learning (HPL) elements —Values, Attitudes, and Attributes (VAS), Advanced Cognitive Performance (ACP), and National Identity Marks (NIM)—to foster student engagement, cognitive growth, and moral development. The curriculum also aligns with international assessment standards, benchmarking against frameworks like ASSET, TIMSS, and PISA to ensure global competitiveness.
- The school provides students with ample choices that develop their talents, interests, and aspirations. Curricular choices are starting in Grade 10, with options of basic and standard math. Three streams are offered in Grades 11 and 12 with diverse electives across streams: 15 options in Science, 12 in Commerce, and 20 in Humanities. Vocational skill subjects and Fine Arts are available in Grades 10 to 12. However the provision for art/music and library is inconsistent in higher phases.
- All the lessons are planned to include cross curricular links which are meaningful and planned. They are managed well and assist students’ transfer of learning between different subjects. The students’ transfer of learning is more evident in math and science lessons particularly in the higher secondary phase. The curriculum incorporates National Identity Marks (NIM), Sustainable Development Goals (SDGs), and High Proficiency Levels (HPL), linking subjects and providing cross-curricular opportunities. Termly department meetings focus on planning these connections.
- The leadership team periodically reviews the curriculum to ensure adequate provisions in most subjects. This occurs at the beginning of the school year to ensure alignment with national and international standards. Since the last inspection, HPL High Performance Learning competencies have been mapped, and the inclusion of POD (People of Determination) students of determination and gifted and talented students has been enhanced. However, the support for the students of determination is inconsistent in lessons.

Next Steps:

1. Focus on improving curriculum design and implementation in KG with an emphasis on play-based learning experiences that encourage exploration and development.
2. Implementation of the planned, cross-curricular links in lessons across subjects and phases for transfer of learning.
3. Improve planning interventions for students of determination in lessons.

Curriculum adaptation

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

Findings:

- The school is successful and committed to meeting the diverse needs of all student groups. A key part of its provision to support this is the 'High Performance Learning' program, which aims to unlock the potential of all students. The school identifies students according to their needs and abilities, providing targeted support in lessons and additional support outside the classroom for those who need it. Students with individual education plans have clearly defined targets for academic and personal development, with a focus on improving outcomes. In lessons, teachers provide effective challenges for gifted and high-attaining students, particularly in Phases 3 and 4, to accelerate their progress. There are numerous opportunities for all students, including those who are gifted and talented, to pursue their interests through extracurricular activities such as the school's 'Aspire' program. However, the support and challenge for students with additional needs, including students of determination and low-attaining students, is inconsistent.
- The curriculum is interesting and engaging, offering a range of opportunities designed to motivate most students. The CBSE curriculum places a strong emphasis on skill development, including critical thinking, problem-solving, and communication skills, aiming to inspire and motivate students. Opportunities for enterprise, innovation, creativity, and social contribution are integrated into the curriculum, with these opportunities increasing as students progress, particularly in Phase 4. The school's 'Aspire' program offers a wide range of extracurricular activities that enhance students' academic and personal development across all phases.
- The school has worked hard to ensure students have appropriate learning experiences integrated through most aspects of the curriculum to enable all students to clearly understand the UAE's values, culture, and society. There are opportunities for students to appreciate Emirati traditions and Islamic values, particularly through assemblies, celebrations of national events, and their integration into most lessons.

Next Steps:

1. Improve modifications of the curriculum to ensure consistently effective support and challenge for students with additional needs and low-attaining students within lessons.
2. Increase the level of challenge and support for gifted, talented, and high-attaining students in Phases 1 and 2 to further enhance their academic growth and development.
3. Provide more opportunities for enterprise, innovation creativity and social contribution within the curriculum in phases 1 to 3.

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 safeguarding of students including child protection. There is a well-established policy, and staff, parents, and students have received orientation and training about child protection. All staff, students and parents know the school's procedures and guidance. The school effectively protects students from all forms of abuse and bullying, including their protection when using the internet. Policies, including a policy related to cyberbullying, are posted for students and parents on the school website. There is a detailed safeguarding policy, including detailed procedures and monitoring to ensure that all observe highly effective safety measures. Staff have been fully trained and are very aware of their responsibilities and the procedures to follow in cases of suspected abuse. Students are involved in implementing child protection procedures and actively engaging in support for all students. For example, students lead workshops, and some are part of the Squad Team, that have enabled students to have questions answered and discuss any concerns and fears they might have. Occupational health and safety training has been delivered to all school staff.
- The school consistently provides a fully safe, hygienic, and secure environment for students and staff. The supervision of students is highly effective at all times, including during lessons and break-times and when using school transport, where the school uses tools like RFID cards for bus safety and attendance tracking. Safety checks, including that of specialist teaching areas, for example, the science labs, are monitored and checked. Harmful chemicals and acids are securely locked away. There are consistent occupational health and safety (OHS) emergency response checks. All policies are linked to OHS guidance on policies.
- The buildings, premises, and equipment are maintained in excellent condition, as are the play equipment and the playgrounds outside. There is appropriate matting and shading to cover the outdoor play areas, and posts contain padding for protection. The school holds records of all accidents and incidents, and there is a maintenance book with full records of repairs and checks, which is done electronically through the school's portal "Phoenix". Emergency evacuation procedures for fires or other serious incidents are practiced on a regular basis and meet all the legal and safety requirements.
- The school's premises and facilities provide an excellent, inclusive physical environment that meets the needs of all student groups. The school provides appropriate access for all stakeholders, including those with limited mobility, to move around freely, as there are ramps and lifts in all needed places.
- The school's promotion of safe, healthy living is successful and extends to almost all aspects of school life. For example, the school canteen offers nutritious food, and students' lunch boxes are checked to ensure

they are consistent with school policies on healthy choices. Healthy eating is always promoted, and the nurse holds regular workshops and seminars for all classes on healthy eating, personal hygiene, physical fitness, and mental well-being . Students participate in health ambassadors and wellness clubs, where students take leadership roles in promoting safe, healthy living among peers. Students are encouraged to eat healthily and participate in physical education classes and extracurricular sports activities. However, few students make inconsistent dietary decisions, resulting in obesity.

Next Steps:

1. Further enhance the school's efforts in adopting healthier habits, leading to a long-term reduction in obesity rates at school.
2. Establish measurable goals for health and safety initiatives and monitor progress regularly.
3. Build on the school's current initiatives on recording foreseen and potential risks to add to the current risk assessment plan.

Care and support

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

Findings:

- Students and staff in all phases have positive relationships based on courtesy and mutual respect. Students demonstrate a clear understanding of and adherence to the student code of conduct, contributing their ideas through school council representatives. Students behave well in lessons, extracurricular clubs transitions around the large campus, and while using school transport.
- The school's effective approach to promoting good attendance underlines its commitment to securing a high-performance learning environment. Efficient systems are in place to monitor and address absences, including prompt communication with parents, resulting in virtually no unauthorized absences.
- The school has thorough systems for identifying students of determination (SoD) and gifted and talented students (G&T). These systems have been strengthened recently by appointing a new inclusion leader and an expanded team. There are 52 students of determination (1.3%) identified as requiring either Tier 2 or Tier 3 levels of support. No students above grade 6 are identified as requiring Tier 3 support. However, all Tier 2 and Tier 3 students have individual education plans (IEPs). There is a much larger group, approximately 200 students, identified as having additional learning needs. There are approximately 70 students identified as gifted and talented in academic, sporting and cultural domains. The majority of these students have individual advanced learning plans (ALPs).
- The school provides effective support for most identified students of determination (SoD) in Phases 1 and 2 and for (G&T) students in all phases. Inclusion department teachers and specialist teaching assistants collaborate with subject teachers to modify the curriculum and support students in improving their achievement during lessons. However, not all subject teachers fully include SoD in all lessons or provide adapted work, and occasionally, teaching lack clarity about their specific roles in supporting achievement. In the majority of lessons, G&T students are offered additional challenges, and they have ample opportunities to extend their talents in the extra-curricular program, including public speaking, sporting challenges and music competitions. The school has secure systems in place for reviewing and updating IEPs and ALPs. Students are often involved in these reviews and parents actively contribute ideas and support efforts at home. IEPs and ALPs are sufficiently personalized, with a strong emphasis on helping students improve their achievement.
- Teachers, the nurse, and the counselor routinely monitor the well-being of students. School leaders monitor students' responses to PASS (Pupils' Attitudes to Self and School) surveys to consider any necessary interventions. Effective guidance programs are in place for students in all phases at age-appropriate levels. The school has effective systems for providing career guidance to older students, starting from Grade 8. The school's systems offer valuable and well-received advice on undergraduate course selection, university life, and application procedures, ensuring students are prepared for the next stage of their education.

Next Steps:

1. Ensure the inclusion team has sufficient capacity to identify and support all students of determination and gifted and talented students, particularly in Phases 3 and 4.
2. Provide targeted professional development for teachers and teaching assistants to address the diverse learning and behavioral needs of all students.
3. Enhance teaching assistants' understanding of their role in effectively supporting and improving students' learning and achievement in lessons.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good

Findings:

- Leaders at all levels, led by the Principal, set a very clear strategic direction and promote a bold vision that is shared by the whole school community. The principal, vice principal, departmental supervisors, and their deputies comprise the senior leadership team. They are supported by a group of middle leaders, including subject leaders within each phase. The school's commitment to the priorities of the UAE, including sustainability, tolerance, and inclusion, are clearly evident around the school. Leaders have recognized the need to improve the capacity within the inclusion department to ensure that all students of determination, and those who are gifted and talented, are promptly and accurately identified and appropriate support or challenge provided. Communications from the school to all stakeholders include the vision and mission statements of the school. These important statements are prominently displayed around the school, including the front entrance area, thus ensuring that the school community knows what the school stands for. Displays around the school illustrate the strong focus on UAE identity.
- Leaders at all levels, including the Principal, demonstrate a thorough knowledge of the curriculum and best practices in teaching, learning, and assessment. They are focused on increasing student's achievement. Outcomes in the Central Board of Secondary Education for students in grades 10 and 12 are strong in both compulsory and elective subjects. The performance of the school in the Programme for International Student Assessment, (PISA), 2022 was less satisfactory because students did not meet the target for either mathematical or scientific literacy. However, there was improvement from the previous assessment taken in 2018. Students in grades 4 and 8 were entered for TIMSS (Trends in International Mathematics and Science Study, 2019), and PIRLS (Progress in International Reading Literacy Study, 2016) for Grade 4 students. In both assessments, students performed at an Intermediate or High level when compared to other schools nationally and internationally. The outcomes of the most recent TIMSS assessment, taken in 2023, are not yet available. Collectively leadership are very effective in establishing an inclusive school with a purposeful learning culture and achieving high standards of students learning and personal development.
- The relationships that exist between all stakeholders within the school are both positive and professional. Leaders delegate roles and responsibilities appropriately. Job descriptions, which clearly define the expectations of each role, are provided. Staff are required to read these and sign them, thus ensuring that the expectations are understood. Leaders are identified through the performance management process and invited to join the GEMS Bright Sparks program, designed to provide specific training in leadership skills. Middle leaders have reduced teaching timetables to enable them to perform their leadership roles. Leaders have provided robust systems for the care and welfare of students. Morale is positive.
- Senior leaders demonstrate a clear and accurate understanding of what they need to do to improve, particularly in terms of how students learn in Phase 1. Leaders at all levels know that, despite the wealth of both internal and external assessment information available to teachers, its use in planning activities to meet the needs of students is inconsistent. The use of assessment within lessons to meet the emerging needs of students is similarly variable. This is particularly, although not exclusively, the case in Phase 1. There is a clear awareness that students' use of technology to support their independent research and inquiry skills is not evident. Leaders are keen to expand the 'Bring your own device' initiative and help students further develop

these skills. Leaders have the vision and capacity to improve the school further.

- Leaders have been innovative and very successful in developing the school. Accountability is collectively shared. Leaders have maintained exacting standards of health and safety, including child protection. Students in Phase 3 are enabled to take more responsibility for their learning and teaching in this phase has also improved. Leaders have maintained overall high school performance in the CBSE examinations and have ensured that the school is compliant with statutory requirements.

Next Steps:

1. Ensure that students in Phase 1 are routinely involved in active, child-initiated learning.
2. Accelerate the introduction of the Bring Your Own Device initiative to support students' independent research skills in all phases.
3. Ensure leaders collaborate with teachers to effectively utilize assessment data to plan activities that align with students' needs and address emerging learning requirements.

School self-evaluation and improvement planning

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

Findings:

- Systematic and rigorous self-evaluation using both internal and external data is embedded in the school's improvement planning at most levels. However, specific data, such as the outcomes in mathematics and science in the PISA assessments, are not referred to. All stakeholders are involved in the self-evaluation (process), and the views of parents are taken into consideration. . While the self-evaluation is detailed and includes the previous inspection recommendations, it is not evaluative. The self-evaluation lists actions the school has taken, but the impact of these actions, either positively or negatively, on student outcomes is not evidenced. Leaders, including governors, acknowledge this and are very aware of the areas that require improvement, such as the use of assessment in the planning and delivery of lessons.
- Effective monitoring ensures that there is appropriate evaluation of teaching and learning and their effect on students' achievement. Teaching and learning are monitored formally twice each term by senior and middle leaders, using a form broadly aligned to the UAE inspection framework. Observations inform performance management targets and professional development requirements. Teachers receive written feedback, which is generic rather than specific and is not sufficiently focused on student outcomes. Informal monitoring is also regular, taking the form of planning checks and notebook checks. Leaders are a visible presence around the school, supporting them in having a clear overview of classroom practice.
- The school improvement plan (SIP) is logical and effectively pinpoints areas for improvement. Targets and goals are SMART (Specific, Measurable, Achievable, Relevant, and Time-bound). Relevant personnel are identified to lead and monitor the actions for improvement. There are regular review dates. However, it lacks a robust linkage of success criteria to identified actions' positive or negative outcomes. Consequently, the SIP and the SEF are not closely aligned.
- All the recommendations from the previous inspection report are in the process of implementation. The school has been successful in maintaining very strong practice in terms of keeping students safe from harm and all forms of abuse. They have improved attainment in Phase 2 in mathematics and science and teaching and learning in Phase 3. The school has sustained improvements over time in all key areas.

Next Steps:

1. Ensure that the self-evaluation process is analytical and evaluative rather than narrative focused.
2. Identify areas for improvement within the self-evaluation process to integrate into the school improvement plan, ensuring a cohesive cycle of continuous development.
3. Ensure that the feedback teachers receive is based on student outcomes and identifies specific areas for improvement.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- The school is successful in effectively engaging parents as partners in their children's learning and school life. The school effectively involves parents in the school community which is facilitated by structured channels and active governance. Parents are identified as six specialized area governors including areas such as Special Educational Needs and Disabilities (SEND), gifted and talented (G&T) programs, teaching and learning, personal and social development, health and safety, and extracurricular activities) collaborate with the school to enhance its educational offerings. For example, parental influence led to the integration of High-Performance Learning (HPL) approaches. Parents engage in various school activities, including interacting with students through class visits, break time interactions, and overseeing club activities, of which there are 20.
- As a result of effective communication, parents are well informed about their children's learning. The school is successful in effectively engaging parents as partners in their children's learning and school life. Parents participate in governance through roles in six specialized areas, including SEND, G&T programs, and health and safety, collaborating to enhance the school's offerings. Parental feedback influences key decisions, such as integrating High-Performance Learning (HPL) approaches. Parents also contribute to school activities, such as class visits, break-time interactions, and overseeing 20 club activities. Communication channels include face-to-face meetings, WhatsApp, emails, and monthly newsletters. The PULSE platform facilitates continuous feedback by logging and reviewing parents' concerns and suggestions.
- Reporting on students' academic progress and personal and social development is ongoing and comprehensive. The school provides academic reports across all phases, including strengths, improvement areas, and strategies for enhancing learning. These reports are supplemented with a term-based "SLT- Strength Learning Gaps and Improvements" where reporting is able to track additional academic aspects such as subject enrichment activities and detailed evaluations.
- The school makes sustained social contributions to the local, national and international communities through sustained social and environmental initiatives. Partnerships include High-Performance Learning UK, 8 Billion Ideas, and GEMS for Life, which provide career guidance and opportunities for global university scholarships at over 125 institutions. Career counseling incorporates psychometric assessments via Unifrog and Lifeology apps. Collaborations with SEHA promote health programs, while ties with Sheraf DG and the Environment Agency – Abu Dhabi (EAD) enhance cybersecurity and environmental stewardship. The school undertakes initiatives such as e-waste collection, recycling campaigns, and repurposing plastic bottles into clothing. Contributions to the Red Crescent involve food and toy donations, and monetary support through the Varkey Foundation promotes global awareness and aids communities in Africa. These efforts underscore the school's commitment to fostering environmental responsibility, practical skills, and community engagement.

Next Steps:

1. Strengthen parental presence and participation in campus activities and committees to enhance the collaborative learning environment.
2. Involve parents in developing the personalized plans for their children, particularly for determined students.
3. Promote the involvement of more students in community service to strengthen their values of empathy and global peace.

Performance Indicator	Quality judgement
Governance	Very Good

Findings:

- The Board of Governors has representation from almost all stakeholders. Parents are invited to join the board, rather than being elected to join. The views of parents and students are regularly sought from surveys and online platforms throughout the year, and the Senior Vice President from the Governing Board, visits the school monthly, ensuring he has secure knowledge of the school and its priorities. The outcomes of these visits are discussed at the regular governing board meetings, keeping governors informed. However, other governors do not visit the school as regularly and therefore, do not have first-hand knowledge of the day-to-day procedures within the school. The schools' self-evaluation form (SEF) is discussed and reviewed. As part of this process, governors made several changes to the SEF to improve its clarity but recognized that the document still lacks evaluation and precision.
- The Governing Board systematically monitors the school's actions and holds senior leaders accountable for the quality of the school's performance. The Senior Vice President is the most frequent visitor to the school. He conducts lesson observations with senior leaders in addition to other monitoring activities. As a result, he has worked with senior leaders to identify areas of improvement, particularly in the practice within Phase 1, the use of assessment to plan and deliver lessons, and the use of technology by students to support their independent research and inquiry skills.
- The Governing Board exerts a very positive influence on the school's leadership and direction. The principal provides information regarding the school's performance, and data is reviewed to identify anomalies, such as the unmet targets for PISA in mathematics and science. A robust program has been implemented to address these areas and improve outcomes in the next assessment. Leaders are held accountable through a rigorous performance management process focused on student outcomes. Positive influence is exerted on the school's leadership, and appropriate staffing and resources have been secured to support effective teaching and learning. Active involvement in recruiting internationally experienced teachers further helps raise standards. The need to increase capacity within the Inclusion department has been recognized, and steps are being taken to address it. Full compliance with all statutory regulations is ensured.

Next Steps:

1. Increase governor involvement through targeted visits aligned with school priorities.
2. Ensure parent representatives on the governing board are elected to promote transparency.
3. Continue to work with school leaders to ensure the self-evaluation form is comprehensive, evaluative, and aligns with all priorities, informing the school improvement plan.

Management, staffing, facilities and resources

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

Findings:

- Almost all aspects of the day-to-day management of the school are very well organized, impacting positively on students' achievements. The school's procedures and routines are very well organized and consistently impact students' outcomes and personal development. They have successfully created a calm and well-ordered learning environment in which students and staff show each other great care and respect. The lesson timetable has been carefully designed to prevent losing learning time. The school is appropriately staffed to align with its vision and mission.
- Staff are appropriately qualified, have a balanced experience, and benefit from regular professional development that supports their roles. Teachers report enjoying their work in a positive environment with low turnover. While staff are generally deployed effectively, their impact on student outcomes is less for Phase 1, lower-attaining students, and students of determination.
- The premises and facilities are of a high quality, providing a safe, pleasant, and spacious environment well designed to support curricular and extracurricular activities. Classrooms are spacious, and the building and site are kept clean and well-maintained. Access across the school is easy for the needs of all students and includes a lift to the stage in the auditorium.
- A range of resources relevant to the curriculum requirements and teachers' and students' needs promotes effective teaching and learning. The school has modern facilities and resources for physical education and technology that match students' needs. However, facilities for supporting students with additional learning needs and students of determination, particularly those with sensory issues, are less comprehensive, and play areas in phase 1 lack natural materials to help stimulate students' creativity and imagination.

Next Steps:

1. Integrate more natural materials in Phase 1 to enhance students' exploration and investigation and support the development of their knowledge and understanding of the world.
2. Improve facilities for lower-attaining students, including students of determination, especially those with sensory issues.
3. Enhance professional development focused on differentiation strategies to improve the impact on Phase 1, lower-attaining students, and students of determination.

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