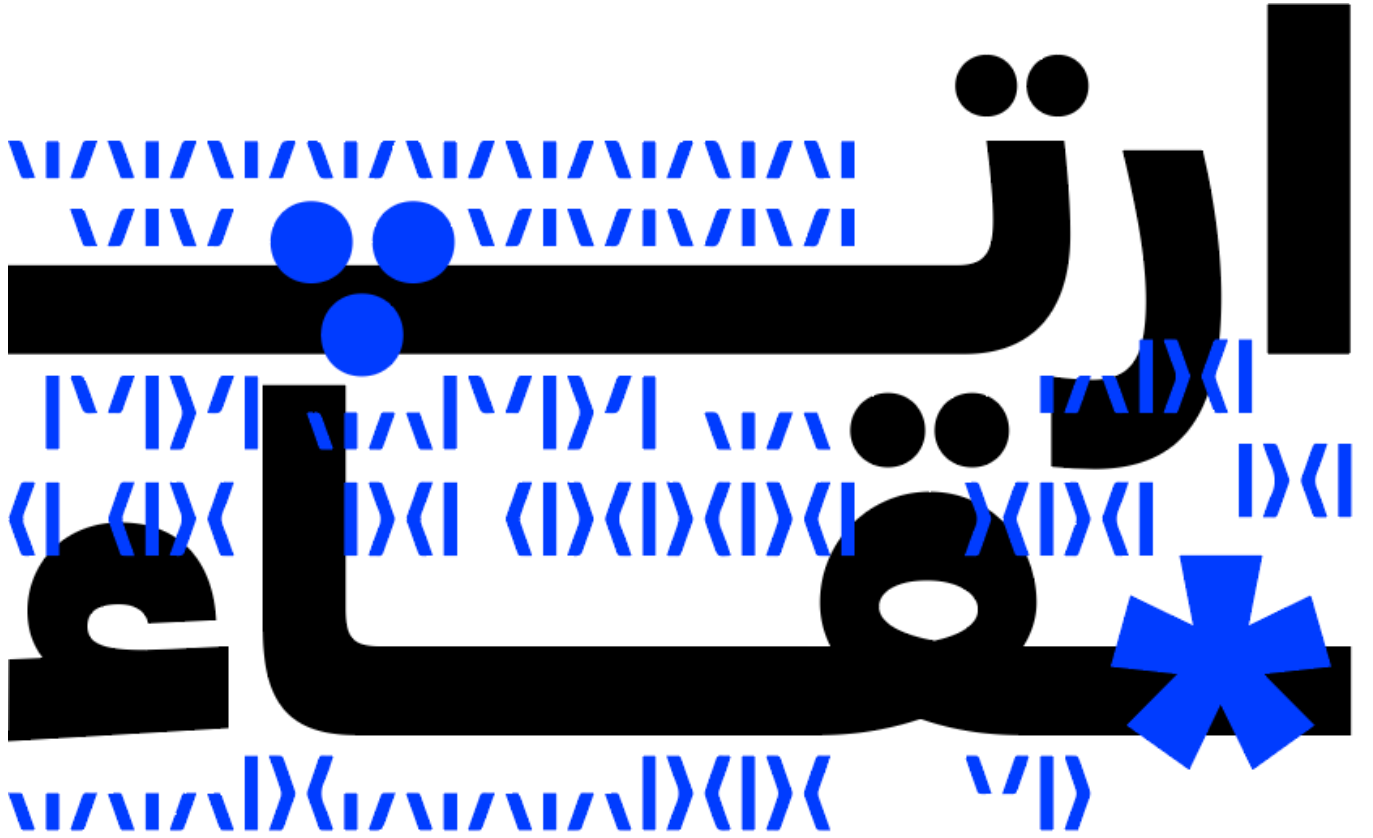




Irtiqa'a School Inspection

AY 2024/25

Global Indian International School

Rating: Good

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School Information

General Information		
	Name	Global Indian International School
	Esis Number	9266
	Location	148, Al Tafawwuq St, Bani Yas, Abu Dhabi, 24411
	Website	https://www.globalindianschool.org
	Telephone	025079555
	Principal	DILIP KUMAR ROOP NARAYAN
	Inspection Dates	07 to 10 Oct 2024
	Curriculum	CBSE

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	2296
Number of Emirati students	1
Number of students of determination	27
Largest nationality group of students	India - Pakistan - Bangladesh

Information On Teachers

Number of teachers	106
Nationalities	India - Pakistan - Egypt
Number of teaching assistants	26

Changes since the previous inspection

Since the previous inspection, the school's overall judgment has remained the same.

Since the previous inspection, attainment and progress remain acceptable in Arabic as a Second Language across all phases. However, in Mathematics, attainment and progress have declined to acceptable in phase 4. In Science, attainment and progress have improved in phases 1, 2, and 3. In English, attainment has increased to very good in phase 4. Islamic Education has now been introduced in Phase 1, as has Arabic, and progress in Islamic Education has improved to very good across all phases. Social Studies are taught in all phases of the school, not just in Phases 2 and 3 as previously. In Social Studies, progress and attainment have improved to very good across all phases. While progress in Mathematics has declined in Phase 4, it remains good in phase 3 and has improved to very good in phases 1 and 2. Progress in English has improved to very good in Phases 2,3 and 4. However, in Science, progress has increased to good in Phases 1 and 3, to very good in phase 2 and has remained acceptable in phase 4.

Teaching has remained good in phases 1, 3 and 4 and improved to very good in phase 3. The quality of teaching is variable and is not yet consistent across all subjects and phases of the school.. Assessment however has regressed to acceptable across all phases.

The curriculum design and adaptation remain good. The health and safety of students, including child protection, continue to be strong features of the school and remain very good. In contrast, care, guidance, and support have regressed and are now at an acceptable level overall.

The quality of leadership and self-evaluation remain at very good and good respectively. Leaders have

introduced a range of new initiatives, but these have not had sufficient time to show impact on student outcomes. The Self-Evaluation Form (SEF) is descriptive rather than evaluative.

Since the previous inspection, a new principal has been appointed, along with a new head of middle school. Leaders have introduced numerous new initiatives in the current academic year, but there has not been adequate time to assess their impact on student outcomes.

In the current academic year, the structure of lessons in phase 1 has shifted to a less didactic approach, which is working well; however, the impact on students' outcomes is not yet evident. The youngest students benefit from new resources that support practical independent learning, such as Montessori and STEAM rooms, but it is too early to see the benefits of these initiatives in students' outcomes.

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

The school ensures that both staff and students are familiar with the structure of TIMSS, PISA and PIRLS assessments. The teachers attend regular training programs organized by ADEK. The teachers of English, Math and Science analyse the results in their department meetings and prepare action plans to meet the new targets. Programs such as AQAD, monthly reading challenges are provided to the relevant grades. The curriculum is modified across all subjects to ensure students cover the necessary skills and knowledge needed for TIMSS, PISA and PIRLS tests. Hey Math learning platform is used to improve students' skills in Mathematics. Students have regular, timetabled slots in the laboratories to support their practical work in science. A range of reading quizzes and strategies, such as DEAR, support the improvement in reading skills.

Performance in standardized and international assessments

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

Standardized Assessments

- Students taking the EI ASSET in grades 3-5 Mathematics attained very good levels. In grades 6,8 & 9 they attained weak and in grade 7 good levels.
- Students taking the EI ASSET in grades 3&4 Science attained outstanding levels. In grades 5&7 they attained very good and in grade 6 they attained good while they attained weak in grades 8 and 9.
- Students taking the EI ASSET in grades 5 & 7 English attained outstanding levels. In grades 3,4,6 & 8 they attained very good and in grade 9 they attained weak.

International Assessments: TIMSS, PISA, PIRLS

- The school has benchmarked students' attainment against international standards. In 2023 the school entered students for the TIMSS (Trends in International Mathematics and Science Study) assessment for the first time. These results are awaited. The school participated both in the PIRLS (Progress in international Reading Literacy Study) 2021 and the PISA (Program for International Student Assessment) in 2022. The school has targets for the two international benchmarks and has achieved their reading literacy target in the most recent PISA assessment. There is an awareness of international benchmarking, and the school promotes the importance of doing well and making a more global comparison.
- The school achieved its PISA target of 454 for Reading, exceeding its set target, but not meeting the international average. The school did not meet its 488 target, or the international average, in Scientific literacy during the 2022 PISA assessment. In Math, the school achieved a score of 466 which is below the set

target and the international average.

- The results of Grade 4 and Grade 8 students in Mathematics and Science in TIMSS 2023, are awaited.
- Students' results in PIRLS 2021 are within the High International Benchmark range.

Reading

- The school has a large library with books serving both the English and Arabic curricula. It is adequately stocked with age-appropriate fiction and non-fiction reading materials in both languages, although the provision for Arabic books are poor. The library has 4 computers for the students to use for online reading and research.
- The weekly library period is rarely used by the Arabic SL department, which does not support students learning of the Arabic language. The library contains 561 books with English medium books about 13,000. These numbers do not appear to be accurate; the number is less than that on the shelves. It is a small number in comparison to the number of students who learn (MoE) Arabic as a second language. From grades 1 to 9, books are organized for easy student access, and a separate small library is provided for the KG, equipped with appropriate seating and tables. All students have library access through weekly time-tabled lessons. There is a librarian, but there is little teaching input from either teachers or the librarian. The school has concentrated on improving reading skills since the previous inspection. Baseline tests are carried out at the beginning of each academic year. KG are tracked with reading books sent home for 3 days.
- Teachers encourage students to read at home and to record their thoughts about what they read. The school has adopted the Oxford Reading Tree Scheme in the lower grades. In KG and classes in the first year of the primary phase, reading skills are addressed through the systematic teaching of phonics every day and weekly guided reading sessions. From Grade 3 onwards, students learn to read for comprehension in both English and Arabic lessons, using subject-based resources. Reading for comprehension is integral to every English lesson. Individual and guided reading with associated running records, promote and monitor students' reading and progress. Class reading is suitably embedded within the curriculum across the school for English but less so for other languages. The school cultivates reading as part of its culture by promoting it in assemblies, through regular library lessons, shared reading at home and special events such as talks by authors to promote reading. There are some posters in classrooms and around the school promoting reading both in Arabic and English.

Strengths of the school

1. Health and safety procedures are effectively implemented to ensure the safety and well-being of all students.
2. Students demonstrate understanding and application of Islamic values, as well as appreciation of UAE culture and heritage.
3. The school fosters students' personal development, supporting their growth as responsible individuals.
4. The successful partnership between the school and parents positively contributes to students' educational experience.
5. Students' attainment in English on external assessments reflects the school's commitment to high academic standards in this area.

Key Recommendations

1. Raise the standards of achievement of students in all subjects and across all phases by:

- strengthening and implementing lesson planning in all phases, to ensure that the needs of all students are met.
- ensuring that differentiated activities, based on the analysis of data, provide appropriate challenges for all students, but especially the higher attainers.
- providing more opportunities for students to problem solve, be creative and independently research.
- more effectively utilizes additional adults to facilitate learning.

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

- using more open questioning techniques, requiring detailed responses, which engage students in meaningful dialogue.
- providing more opportunities for students to develop critical thinking, problem solving and innovation skills
- improving the use of assessments by teachers, both in informing planning, and within lessons, to meet the needs of all learners.
- ensuring that the policy for marking and feedback, appropriate to the age and stage of development of the students, is consistently applied.
- consistently track data in all phases to identify gaps in learning and take actions to address these.

3. Strengthen leadership and management by:

- further developing middle leaders in understanding best practices in teaching, learning and assessment to enable them to monitor the quality of teaching and learning effectively.
- ensuring that all leaders are familiar with the inspection framework and that school self-evaluation is closely aligned to the framework and is evaluative, not descriptive.
- ensuring that the school improvement plan contains SMART targets and actions are evaluated and, if necessary adapted, at regular intervals
- ensuring that governors have a focused programme of visits, based on school priorities, to hold the school and its leaders accountable for student performance.
- ensure that student attendance improves to be at least good.

4. Improve the school's care and support to provide more personalized assistance for all students across all phases, especially for students of determination.

Overall School Performance: **Good**

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

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

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

PS3: Teaching and Assessment

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

PS4: Curriculum

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

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

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

PS6: Leadership and Management

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

Findings:

- The AY 2023/24 attainment data analyzed by the school against Ministry of Education (MoE) curriculum standards indicates that most students attain above curriculum standards across the four phases. However, this high level of attainment was not evident in observed lessons or students' work.
- The school has no external national or international assessments for Grades 1-11. Grade 12 MoE exam results for the AY 2023/24 indicate outstanding attainment.
- In lessons and recent work, the majority of students in Phases 1, 2, and 3, and a large majority in Phase 4, attain levels that exceed the Ministry of Education (MoE) curriculum standards.
- In Phases 1 and 2, students demonstrate a secure understanding of Islamic principles and creed, though their knowledge of the Prophet's Seerah is not as well-developed.
- In Phases 3 and 4, students show a deep understanding of worship rulings and basic Fiqh. They make effective connections between their learning and real-life contexts, applying strong reasoning skills to justify their answers. However, they need further development in substantiating their responses with relevant Qur'anic verses or Hadith. Additionally, the memorization of the Holy Qur'an is an area for improvement across all phases.
- Over the last three years, the school's internal attainment data across all phases and Grade 12 MoE external attainment results show that most students consistently attained above MoE curriculum standards.
- The school's analysis of internal assessment data indicates that most students make better-than-expected progress over time and from their starting points at the beginning of the academic year across the four

phases.

- In lessons and recent student work samples, the large majority of students across all phases make better-than-expected progress from their starting points in understanding and practicing Islamic etiquette. However, in Phases 1 and 2, students' interpretation and understanding of the Prophet's Hadith are not as well-developed as expected. In Phases 3 and 4, students demonstrate a secure understanding of the wisdom behind worship and Sharia rulings. Their ability to support their responses with appropriate Qur'anic verses or Hadith, however, requires further development.
- Analysis of internal data indicates that the progress of boys, girls, high attainers, gifted and talented students across all phases, and low attainers in Phases 2, 3, and 4 is outstanding. The data also indicates that while students with additional learning needs, including students of determination, make outstanding progress in Phase 1, they make good progress in Phases 2 and 3. The progress of boys and girls in lessons is similar, aligning with the assessment data used to track their progress. Lower and higher-attaining students, however, do not always make the progress they are capable of.

Next Steps:

1. Improve students' knowledge of the prophet's Seerah in phases 1 and phase 2.
2. Improve students' skills to support their answers with Quranic verses or Hadith, in phases 3 and 4.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data at the end of AY 2023/24 against MoE curriculum standards indicates that most students in Phases 1, 2, and 3, and a large majority of students in Phase 4 learning Arabic as a Second Language (ASL), attain levels above MoE curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for ASL from Grades 1 to 11. MoE external end-of-year exam results indicate that most Grade 12 students attain levels above MoE curriculum standards.
- In lessons and recent work, most students across all phases demonstrate listening, speaking, and reading skills in line with MoE curriculum expectations. However, most students who have been learning ASL for more than two years can copy words and text neatly but rarely write using memorized words and phrases. Students who have been learning ASL for more than four years in Phases 3 and 4 occasionally understand simple short texts with key information.
- The school's internal assessment data over the last three years indicates that students' attainment regressed from outstanding across Phases 2, 3, and 4 in AY 2021/22 to very good in Phase 2 and good in Phases 3 and 4. However, attainment advanced again in AY 2023/24 to outstanding across Phases 2, 3, and 4. Over the last three years, Grade 12 MoE external attainment results improved from very good in AY 2021/22 to consistently outstanding in the last two academic years.
- The school's analysis of internal assessment data indicates that most students in Phases 1, 2, and 3, and a large majority of students in Phase 4 make better-than-expected progress over time and from their starting points.
- In lessons and recent student work, most students across all phases make expected progress in developing listening, understanding, speaking, and reading skills. However, they make only limited progress in developing writing and reading comprehension skills across all phases.
- The school's internal data indicates that boys and girls in Phases 1, 2, and 3, as well as low and high attainers and gifted and talented students across all phases, make outstanding progress. Boys and girls in Phase 4, and students with additional learning needs, including students of determination in Phase 3, make very good progress. Meanwhile, students with additional learning needs, including students of determination in Phases 2 and 3, make good progress. In lessons, students with additional learning needs, including students of determination, do not make the expected progress toward their targets. Lower-attaining students do not always receive sufficient support to make the expected progress, and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Accelerate the progress of all students in developing their language skills with a particular focus on writing and reading comprehension.
2. Improve students' ability across all phases to use the Arabic language effectively in a range of different contexts.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 academic year against the Ministry of Education (MoE) curriculum standards indicates that most students across all phases attain levels above the curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external international assessments for Social Studies.
- In lessons and their recent work, the large majority of students across all phases demonstrate knowledge of social Studies standards, history and geography.
- Over the past three years, the school's internal attainment data for social studies suggests that most students in phases 2 and 4 have consistently attained levels above the (MoE) curriculum standards. Phase 3 students' attainment regressed from outstanding In the AY 21/22 to very good In the AY 2022/23 to progress again to outstanding In the last academic year.
- The school's analysis of internal assessment data indicates that most students across all phases make better than expected progress over time and from their starting point.
- In lessons, across all phases, the large majority of students make better than expected progress in gaining knowledge and understanding of the geography and history of the UAE and wider Gulf region.
- The school data analysis Indicates that all groups of students make outstanding progress across the different phases, except students with additional learning needs, Including students of determination In phase 1 who make very good progress and low attainers In phase 4 making acceptable progress.
- In lessons, students with additional learning needs including students of determination make expected progress towards their targets. Higher-attaining students have lots of opportunities to extend their learning and develop independent learning skills, and hence they make better than expected progress.

Next Steps:

1. Improve students' skills in problem solving to enable them to suggest solutions for contemporary issues of society, particularly in Phases 3 and 4.

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

Findings:

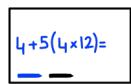
- The AY 2023/24 internal school data indicates that most students in phase 2 and the large majority in phases 1, 3 and 4 attain levels above the curriculum standards in English.
- External EI ASSET data shows that a large majority of students in Phases 2 and 3 attain levels above the curriculum standards. However, in Phase 4, less than three-quarters of students achieve levels at the curriculum standards. CBSE data indicates that a large majority of Grade 10 students and most Grade 12 students attain levels above the curriculum standards. In the PIRLS assessment, students achieved a high international level. In the PISA 2022 test, students scored higher than their set target in English.
- In lessons and students' recent work, a majority of students in Phases 1, 2, and 3, and a large majority in Phase 4, attain levels above the curriculum standards.
- Over the past three years, the school's internal attainment data for English indicates that the large majority of students in phases 1, 3 and 4 have consistently attained levels above the curriculum standards.
- Phase 2 students' attainment regressed from outstanding In the AY 2021/22 to very good In the AY 2022/23 to Improved again to outstanding In the last academic year.
- Internal school data indicates that the progress of most students in phase 2 and of the large majority in phases 1, 3 and 4 in English has exceeded the expected progress.
- The school's internal data indicates that girls, high attainers, and gifted and talented students across phases and low attainers in phase 4 make outstanding progress. Boys in phases 1, 2 and 3, and low attainers in phase 2 make very good progress. Boys in phase 4 however make good progress. Low attainers in phase 3 and students with additional learning needs, including students of determination, in Phase 2 make acceptable progress. Further, data indicates that students with additional learning needs, including students of determination make weak progress in phases 1 and 3, and weak progress in phase 4.
- External EI ASSET data indicates that students make good progress in phases 2 and 3 and weak progress in phase 4.

Next Steps:

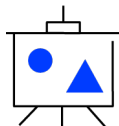
1. Support and improve the progress of students with additional learning needs, including students of determination, particularly in Phases 1, 3, and 4 where progress is weak.
2. Accelerate the progress of low attainers in Phase 3 and of boys in Phase.
3. Improve students' attainment and progress in EI-ASSET standardized assessment in phase 4.

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:



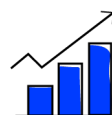
Number and quantity and their use



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

Findings:

- The AY 2023/24 school's analysis of internal assessment data indicates that most students in Phase 2, a large majority in Phases 1 and 3, and a majority in Phase 4 attain levels above curriculum standards. However, this level of attainment does not align with the students' observed level of knowledge and skills across all phases.
- The external EI ASSET results indicate outstanding attainment in Phase 2, good attainment in Phase 3, and weak attainment in Phase 4.
- The CBSE results for Grade 10 at the end of AY 2023/24 show that a large majority of students attain levels above curriculum standards, while Grade 12 results indicate weak attainment, with less than three-quarters attaining levels at least in line with curriculum standards in Physics, Chemistry, and Biology. The analysis of PISA international examination results shows a score of 482.5, which is below the school's target.
- In lessons and recent work, a majority of students in Phases 1, 2, and 3 attain levels above curriculum standards, while most students in Phase 4 attain levels in line with curriculum standards. In Phase 1, most students develop skills in sorting, categorizing, and classifying objects.
- In Phase 2, most students demonstrate knowledge, understanding, and skills in performing simple experiments to demonstrate concepts. In Phase 3, most students develop an understanding of life and space sciences and explore, examine, and explain scientific processes.
- In Phase 4, most students demonstrate knowledge of life, earth, and space sciences, formulating, defining, and explaining laws and theories. However, their skills in prediction and analysis are underdeveloped, and the development of scientific thinking and investigation skills is inconsistent.
- Over the last three years, the school's internal data indicates that Phase 1 students' attainment regressed from outstanding in AY 2021/22 to consistently very good in the last two academic years.
- Students' attainment in Phase 2 has remained consistently outstanding over the past three years. In Phase 3, students' attainment improved from good in AY 2021/22 and AY 2022/23 to very good in the last academic year. In contrast, Phase 4 students' attainment regressed from good in AY 2021/22 to weak in AY 2022/23, then improved to good in the last academic year.

- The external CBSE data shows that Grade 10 attainment has consistently improved from weak to very good over the last three academic years. In Grade 12, students' attainment in CBSE Physics and Chemistry has remained weak over the past three years, while CBSE Biology attainment has fluctuated between weak and acceptable.
- The school's internal assessment data indicates that most students in Phase 3, a large majority in Phases 1 and 4, and a majority of students in Phase 4 make better-than-expected progress over time and in relation to their starting points.
- In lessons and recent work, the majority of students in Phases 1 and 3, and a large majority in Phase 2, make better-than-expected progress, while most students in Phase 4 make expected progress. In Phase 1, students actively participate in categorizing clothes worn in different seasons and drawing seasonal clothing in a worksheet guided by the teacher. In Phase 2, students participate in experiments to observe scientific processes and learn scientific vocabulary. In Phase 3, students explore information about mirrors and reflection.
- In Phase 4, students explain Mendel's Laws of Inheritance, focusing on the random inheritance of traits. However, higher-order thinking activities are not consistently integrated across all phases, especially in Phase 4. While most students participate in the activities, the focus remains primarily on knowledge-level activities that align with curriculum standards, with limited opportunities for deeper thinking or extending beyond expectations.
- The school's internal assessment data indicates that in Phase 1, boys and girls make very good progress, while students with additional learning needs, including students of determination, make good progress.
- In Phase 2, most groups make outstanding progress, except for students with additional learning needs, including students of determination, who make good progress.
- In Phase 3, high attainers and gifted and talented students make outstanding progress; girls and low attainers make very good progress; boys make good progress; and students with additional learning needs, including students of determination, make weak progress. In Phase 4, high attainers make outstanding progress, girls make very good progress, boys and low attainers make acceptable progress, and students with additional learning needs, including students of determination, make very weak progress.

Next Steps:

1. Engage students in problem-solving and higher-order thinking across all phases.
2. Develop students' understanding of factorization and quadratic equations in Phase 3.
3. Improve students' achievement in the EI ASSET Phases 3 and 4, as well as in the CBSE Grade 12 exam.
4. Accelerate progress in Mathematics across all phases.

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

Findings:

- The school's analysis of internal assessment data indicates that most students in Phase 2, a large majority of students in Phases 1 and 3, and a majority in Phase 4 attain levels above curriculum standards. However, this level of attainment does not align with students' observed knowledge and skills in lessons across all phases.
- The external EI ASSET results indicate outstanding attainment in Phase 2, good attainment in Phase 3, and weak attainment in Phase 4. The CBSE results for Grade 10 at the end of AY 23/24 show that a large majority of students attain levels above curriculum standards, while Grade 12 results indicate weak attainment, with less than three-quarters achieving at least in line with curriculum standards in Physics, Chemistry, and Biology. The analysis of PISA international examination results shows a score of 482.5, which is below the school's target.
- In lessons and recent work, a majority of students in Phases 1, 2, and 3 attain levels above curriculum standards, while most students in Phase 4 attain levels in line with curriculum standards. In Phase 1, most students develop skills in sorting, categorizing, and classifying objects. In Phase 2, most students develop knowledge, understanding, and skills in performing simple experiments to demonstrate concepts. In Phase 3, most students develop an understanding of life and space sciences and engage in exploring, examining, and explaining scientific processes. In Phase 4, most students demonstrate knowledge of life, earth, and space sciences, formulating, defining, and explaining laws and theories. However, their skills in prediction and analysis are underdeveloped, and the development of scientific thinking and investigation skills is inconsistent.
- Over the last three years, the school's internal data indicates that Phase 1 students' attainment regressed from outstanding in AY 21/22 to a consistent very good in the last two academic years. Students' attainment in Phase 2 has remained consistently outstanding throughout the last three years. In Phase 3, students' attainment improved from good in AY 21/22 and AY 22/23 to very good in the last academic year. In Phase 4, however, students' attainment regressed from good in AY 21/22 to weak in AY 22/23, before improving to good in the last academic year. External CBSE data shows that Grade 10 attainment has consistently improved from weak to very good over the last three academic years. In Grade 12, students' attainment in CBSE Physics and Chemistry has remained weak over the past three years, while attainment in CBSE

Biology has fluctuated between weak and acceptable.

- The school's analysis of internal assessment data indicates that most students in Phase 3, a large majority in Phases 1 and 4, and a majority of students in Phase 4 make better-than-expected progress over time and relative to their starting points.
- In lessons and recent work, the majority of students in Phases 1 and 3, and a large majority in Phase 2, make better-than-expected progress, while most students in Phase 4 make expected progress. In Phase 1, students actively participate in categorizing clothes for different seasons and draw seasonal attire on worksheets guided by the teacher. In Phase 2, students engage in experiments to observe scientific processes and learn scientific vocabulary. In Phase 3, students explore information about mirrors and reflection. In Phase 4, students explain Mendel's Laws of Inheritance and the random inheritance of traits. Higher-order thinking activities are not consistently integrated across all phases, especially in Phase 4. While most students participate in the activities, the focus remains primarily on knowledge-level tasks aligned with curriculum standards, with limited opportunities for deeper thinking or extending beyond expectations.
- The school's analysis of internal assessment data indicates that in Phase 1, boys and girls make very good progress, while students with additional learning needs, including students of determination, make good progress. In Phase 2, most groups make outstanding progress, except for students with additional learning needs, including students of determination, who make good progress. In Phase 3, high attainers and gifted and talented students make outstanding progress; girls and low attainers make very good progress; boys make good progress; and students with additional learning needs, including students of determination, make weak progress. In Phase 4, high attainers make outstanding progress; girls make very good progress; boys and low attainers make acceptable progress; and students with additional learning needs, including students of determination, make very weak progress.

Next Steps:

1. Improve students' scientific skills, prediction, observation and drawing conclusions across all phases.
2. Improve students' analytical and investigative skills and ability to draw conclusions in all phases.
3. Enhance the progress of all students across all phases, particularly in Phase 4.

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	Very Good 	Good	Good

Findings:

- Students enjoy learning, they are enthusiastic and active about the tasks undertaken in lessons, however, occasionally take responsibility for their learning. Most students engage when given opportunities or tasks that do not require much critical thinking. Students' engagement in learning is inconsistent. In English, students in phases 1 and 2 are more dependent on the teacher's directions. Most students can communicate their learning but can rarely identify next steps to improve.
- Students interact and collaborate well in a range of learning situations. Most students comfortably work together in pairs or in small groups and benefit from interactions. Interactions with peers and adults are usually positive. Students' collaboration skills are variable in lessons depending on the opportunities presented, they rarely initiate collaboration. In Islamic studies and Math collaboration is more evident in Middle and Secondary phases.
- Most Students make clear connections between areas of learning and the world, and can relate their learning to real life in most subjects. However, in Arabic, students struggled to make connections to their learning. Links to other areas of the curriculum, real life, Sustainability Development Goals and the integration of the UAE culture are strong features of lessons. Most students across grade levels and subjects, particularly Science, make effective connections between the various topics, they effectively connect topics to the UAE. However, students' ability to apply learning to new contexts is underdeveloped.
- Most students conduct research using their textbooks when given an opportunity, particularly in the higher phases across subjects. However, the use of technology to conduct research, assess own learning and practice skills is limited.. Students' problem-solving, critical thinking, innovation, research skills, and use of technology are not consistent in all subjects.

Next Steps:

1. Provide more opportunities in lessons for developing students' enquiry, research, enterprise, innovation and critical thinking skills and use of technology.
2. Enhance student engagement and responsibility for their own learning.
3. Enhance students' collaboration skills to achieve consistently better outcomes in lessons.

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

Personal Development

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

Findings:

- Students enjoy coming to school and demonstrate responsible attitudes and are developing self-reliance. Students respond well to the feedback from teachers and peers. Across the school, students are developing an increased self-confidence in their learning. However, in phases 2 and 4, as students become more self-reliant, in most lessons, teachers overdirect the learning, so students are less likely to take initiatives.
- Across the school, students fully understand class routines and are respectful to staff and each other that contribute to a positive learning environment. Senior students are more self-disciplined, showing increasing independence and respect for upholding the school values. Bullying at the school is rare.
- Students are respectful and considerate of their peers, particularly in the girls' classes in Phases 3 and 4. Students in Phases 2, 3 and 4 are sensitive to the needs of others, offering support where needed. They regularly contribute to school teams, activities, and initiatives, including volunteering to be peer mentors to younger students and serving on the school council.
- Students have positive attitudes to eating healthy and staying fit, though a few older students still bring in unhealthy lunches. Many students are physically active during breaktimes, and In extra-curricular activities. Opportunities to participate in interschool sports competitions allow students to regularly participate in physical activity.
- Attendance is weak at 91.28%.

Next Steps:

1. Develop students' independence and self-reliance in lessons to enable them to develop their resilience and creativity.
2. Collaborate with parents and students to enhance current attendance.
3. Ensure the behaviour policy is clearly communicated to all stakeholders, and infringements of the policy are consistently tracked and followed up.

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 have an adequate appreciation and understanding of how Islamic values influence contemporary UAE society. Students celebrate Islamic occasions, such as the Prophet's birthday, Isra'a, Mi'raj , Eid Fitr and Eid Adha.
- Students have a basic knowledge of the heritage and culture that underpin and influence contemporary life in the UAE. They participate in a few cultural activities and demonstrate their appreciation of the UAE culture through displays and their artwork. They celebrate national events respectfully, including national day, flag day and commemoration day.
- Students across all phases demonstrate a basic understanding and appreciation of their own and other world cultures, namely about UAE and India. Some students are aware of different countries around the world and nationalities available in their school environment. They celebrate international cultural day.

Next Steps:

1. Improve students' knowledge and awareness of the UAE culture and heritage.
2. Provide more opportunities for students to initiate and participate in a wide range of cultural activities that celebrate and promote cultural diversity and awareness.

Social responsibility and innovation skills

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

Findings:

- Students are aware of their responsibilities in the school community. Their involvement as volunteers within the local community is effective yet inconsistent. Students enjoy the roles and responsibilities assigned to them by the school. The student council and class leaders support their peers and take part in different school events and local initiatives, such as cleaning the beach. They also engage in charity events organised by the school.
- Students across the school have a positive work ethic. While students across all phases take part in STEAM lessons and some students in upper phases participate in innovation and enterprise competitions, opportunities for all students to take the initiative and develop their innovation, enterprise, and entrepreneurial skills across all phases are not provided regularly.
- Students across all phases demonstrate a basic understanding of local and global environmental issues. They plant and care for greenery in the school's small garden, celebrate environmental events like Earth Day and participate in recycling projects. The eco-team encourages others to reduce electricity consumption by reminding them to turn off the lights after leaving classrooms.

Next Steps:

1. Develop students' innovation, enterprise, and entrepreneurship skills inside and outside classrooms.
2. Provide students with opportunities to take initiatives and plan school activities.
3. Expand students' understanding of local and global environmental issues.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Teachers demonstrate strong subject knowledge and have a clear understanding of how students learn. Lessons generally promote active learning and encourage student participation. Classroom management is consistently effective, ensuring a productive learning environment where students are engaged. However, in some lessons, teaching remains teacher-led, with fewer opportunities for students to engage in independent or inquiry-based learning.
- Teachers plan effectively, using a structured approach that includes differentiated activities to support students' varying needs. Plans are linked to curriculum standards, with learning objectives clearly shared with students. Assessment data is increasingly used to inform lesson planning, allowing most students to access appropriately levelled tasks. However, while lessons are designed with three levels of activities, in practice, all students often complete the same tasks, limiting opportunities for more personalized or differentiated learning, especially for high-achieving students.
- In many lessons, time is managed effectively, with students working at a good pace and completing tasks to a high standard. Reflective learning practices are encouraged, allowing students to consolidate their understanding. However, in some lessons, the pace can be slower, with students not always completing tasks within the allotted time. Learning environments are supportive. Use of resources to support learning is inconsistent across phases and subjects.
- Teachers use questioning techniques to encourage student engagement and critical thinking. In better lessons, questioning is used effectively to probe students' understanding and elicit extended responses that support deeper learning. However, this practice is not yet fully consistent across subjects and phases. Dialogue and discussion are strengths in phases 3 and 4, particularly in subjects like English and social studies, though these features are less evident in earlier phases.
- There is evidence of increasing challenge in lessons, with differentiated tasks designed to meet the needs of diverse learners. However, in many cases, the level of challenge remains limited, particularly for high achievers, as tasks are not always sufficiently tailored to extend students' knowledge, understanding and skills beyond the expected curriculum standards.
- Teachers are beginning to integrate more opportunities for students to develop higher-order thinking skills, such as critical thinking and problem-solving. This is particularly evident in the higher phases, where students are encouraged to apply their learning in real-world contexts. However, these opportunities are not yet consistently provided across all subjects and phases, and the development of higher-order thinking skills remains emerging.

Next Steps:

1. Ensure teachers consistently use assessment data to plan differentiated activities that are aligned with the learning needs of all students, particularly high achievers and students with additional learning needs, including students of determination.

2. Improve time management in lessons to enable students to complete tasks effectively and have sufficient time to reflect on their learning.
3. Improve the consistent use of open-ended questioning across all subjects and phases to enhance students' critical thinking, problem-solving, and reasoning skills.

Assessment

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

Findings:

- Internal assessment processes are consistent with general alignment to the school's CBSE curriculum standards. They offer some measures of students' academic achievement across all core curriculum subjects. However, the level of attainment does not align with what is seen in the lessons observed and in students' work seen across all subjects and phases. In phase 1, assessments are based on teacher judgement alone. In all other phases and subjects the systems for administering tests and collecting and collating data are adequate.
- The school benchmarks students' academic outcomes in English Science and Maths in PRLS, PISA and TIMMS international assessments. In addition, the school regularly assesses students using the standardized EI ASSET assessments in English, Science and Maths.
- The school conducts analysis of internal assessments. This data is entered by teachers directly into the school portal following a checking process, It is then collated and analysed by the IT assessment staff. Data is collated and analysed by senior staff, middle leaders and teaching staff during departmental meetings. Monitoring and tracking of students' progress is communicated to parents and to teachers.
- In lesson planning and observed lessons, teachers generally use assessment data to inform their instruction, to meet the needs of groups of students. In better lessons, teachers demonstrate a clearer understanding of individual students' strengths and weaknesses, providing more tailored support. However, there is still a lack of consistent personalized support across the school to fully address the learning needs of all students.
- Teachers offer feedback however, it is often limited to corrections in written work, and verbal acknowledgment of correct answers during lessons. In better lessons, feedback is more constructive, offering students guidance on how to improve their work. Opportunities for students to engage in self-assessment and peer-assessment remain limited and are not yet embedded as common practice across the school.

Next Steps:

1. Increase the opportunities for students to assess their own learning and that of their peers.
2. Use the results of assessment more rigorously to inform planning and teaching to meet the needs of different groups of students, enabling them to make the progress of which they are capable of.
3. Provide more consistent, comprehensive and constructive feedback, as well as personalized challenge and support to optimize students' progress within lessons, especially the higher attainers (including the gifted and talented) and those with additional learning needs.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the CBSE curriculum and is fully licensed. In KG, the best practice from the EY in the UK and the NCF are merged into the Global Montessori Plus curriculum ensuring requirements of the CBSE curriculum. Grades 1 to 12 follow the CSBS curriculum regulated in line with (MoE) curriculum for the Arabic Medium subjects. The curriculum has a clear rationale and meets the statutory requirements. The curriculum is updated in line with NEP 2020 focusing on imparting knowledge and skill through the introduction of the Global Montessori lab. The school follows the 9-GEMS Educational Framework to inculcate competencies, values and 21st Century Skills which are mentioned in lesson plans. The activities planned include creative, physical and practical experiences.
- The continuity and progression of learning are organized across the school and phases based on the prescribed textbooks, and planning is aligned accordingly to ensure that course content is delivered each term.. Learning is planned to consider students' existing knowledge and meet the needs of almost all groups of students. The in house and outside the school career fairs, visits by universities faculty and counselling sessions are planned to prepare students for next phase of education. The curriculum focuses on shaping students' attitudes through a comprehensive approach, primarily outside of regular lessons However, sufficient challenge to develop students' creativity and innovation skills is limited.
- The curriculum progression is To align with the existing knowledge or starting points of all groups of students, differentiated tasks are planned to meet the needs of most students, across the school. However, the gaps in student learning are not addressed adequately across the school.
- The curriculum offers Grades 11 and 12 students opportunities to choose Science, Commerce and Humanities streams to meet their interests and aspirations. Grade 10 students have the option to choose between Basic and Standard Math to prepare for Grade11. KG, students have limited opportunities to choose activities or initiate their learning. In addition to English and Hindi studied In KG1, KG2 students study Arabic. In grades 1 to9, Arabic is mandatory as 3rd language.
- Cross-curricular links are planned in most of the lessons, across subjects and grade levels. Planning ensures essential links in all lessons and connections between subjects are systematically integrated across all grade levels throughout the school supporting adequate transfer of knowledge across subjects and topics, particularly in science, and developing students' critical thinking skills.
- The school conducts curriculum review twice a year after the term assessments to ensure that the taught curriculum is aligned with CBSE expectations. However, the effective implementation of the curriculum across subjects and phases is required to meet the needs of the different groups of students. There is an overreliance on the prescribed textbooks for content and activities rather than enhancing the taught curriculum to meet the needs of the different groups of students.

Next Steps:

1. Ensure balance in the curriculum implementation with an increased focus on skill development.
2. Track students' progress to identify the gaps in student learning across the school.

Curriculum adaptation

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

Findings:

- The curriculum is appropriately planned to meet the learning needs of most students, but is less developed for students with higher ability and additional learning needs, including students of determination and gifted and talented (G&T) students. The Special Educational Needs Coordinator (SENDCCO) provides curriculum modifications for the few identified students with additional learning needs, including students of determination. Teachers generally plan activities, based on these modifications, which offer appropriate support for students during pull-out sessions. However, these modifications are not consistently effective for students of determination and those with varying abilities during lessons. Adaptations for lower- and higher-attaining students remain inconsistent, with limited opportunities for challenging the more able and gifted students.
- In phase 1, while students have adequate opportunities to develop basic skills, opportunities to develop knowledge and application skills through play-based learning are less consistent. Opportunities to foster creativity and innovation are similarly inconsistent. In phases 2, 3 and 4, the curriculum is predominantly textbook driven in most subjects, limiting students' opportunities to develop innovation skills during lessons. Enrichment activities, such as assemblies, clubs, inter-school events, and school functions, are adequately planned and provide some opportunities for students to develop their creative and leadership skills. However, extracurricular activities offer only a few chances for students to develop innovation and enterprise skills.
- The consistent promotion of UAE national identity is a stronger aspect of the curriculum. Teachers integrate the national identity effectively into lesson planning, and reinforce it through displays, assemblies, and school functions. These efforts help students develop a broad understanding of and pride in the UAE's values and culture.

Next Steps:

1. Ensure that the curriculum is effectively modified to address the diverse needs of all groups of students, including gifted and talented students and students of determination.
2. Plan and implement opportunities for students to utilize technology and enhance their research skills.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has comprehensive and effective safeguarding policies and procedures in place, including child protection, behaviour management, and cyber and anti-bullying policies, all shared with all stakeholders and published on the school website. Staff, including workers and bus drivers, have received safeguarding training and understand how to keep students safe, both physically and online, including social media. The policies are reviewed yearly and updated accordingly. Students are aware of the anti-bullying policies. Although students feel confident seeking help and know where to go when needed, the names of the safeguarding team are not clearly displayed throughout the school. An updated central register is maintained for all staff members.
- The school is a safe place for students, with thorough security checks and procedures for all visitors. Students are supervised throughout the school day by several supervisors who monitor different areas of the school, including the corridors. However, during transitions between lessons, the number of supervisors is sometimes insufficient. The health and safety committee members communicate daily in case any health or safety issues arise that require quick response. The school conducts regular health safety checks, including emergency fire evacuations and risk assessments for different events, both inside and outside the school, considering the age and grades of participating students. Bus arrangements are highly effective with two digital tracker systems in place to track student arrival and dismissal, as well as to facilitate communication with parents.
- The buildings and equipment are well-maintained. The school holds legal and approved contracts with various health and safety service providers, including the management of the lift, fire alarms, swimming pool checks, laboratory chemicals, the clinic medical disposal, and the daily housekeeping services. The school has a clinic with two certified nurses, medicines are securely stored in the clinic, and they are kept in locked cabinets well as students' medical files. The school keeps detailed records of incidents, actions taken, fire drills, evacuation procedures, and medical information, ensuring student safety at all times.
- The school's premises, resources and facilities provide a safe learning environment for all students, including KG students. The school areas are accessible for all students including those with special educational needs.
- The school promotes safe and healthy lifestyles in most aspects of school life, offering opportunities for students to learn about healthy living as well as mental health through a range of awareness sessions led by medical experts, volunteer parents and teachers. However, those sessions are not systemically planned to be delivered to all age groups and phases. The school also provides healthy food choices in hygienic conditions through its canteen. The school provides students with a wide range of physical activities, allowing them to choose between them such as football, rugby, swimming, cricket, yoga or dance, all conducted in shaded areas to protect students from the sun. Students also have easy access to fresh drinking water.

Next Steps:

1. Increase the number of supervisors in the corridors during transition times.
2. Display safeguarding team information clearly throughout the school building.

Care and support

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

Findings:

- Teachers and adults have established positive relationships with students at the school whom they know well. There is a climate of respect between students and adults. Expectations for good conduct and behaviour are set and mostly understood by students. . There are adequate systems in place for managing instances of poor behaviour.
- The school has established protocols for recording and monitoring student attendance and punctuality. The follow-up of unauthorized absences and lateness is becoming increasingly effective. The impact over time indicates slow improvements in levels of attendance, which remain an area of concern at 91.28%.
- The school has a process for identifying students with additional needs, including students of determination, but is lacking in rigor and quantifiable assessments. Currently, there are only 28 identified students of determination (SoD). The school has identified a few gifted and/or talented students.
- Individual education plans have been developed and shared with teachers to cater for the needs of students with additional learning needs, including students of determination, and support them to make adequate progress during lessons. However, (IEPs) are not sufficiently focussed and only occasionally form part of the lesson planning. Teachers are encouraged to provide inclusive support through adaptations of learning tasks during lessons. Teachers are not always sufficiently trained in best practices in inclusive education. The school is aware of the need to strengthen provision and support for those who are gifted and talented.
- The counsellor provides trusted and well-informed advice about the well-being and personal development of students, which is tracked throughout the year. Peer group support, through the student council, is an important part of ensuring student wellbeing and responding to their pastoral needs. Personal and academic guidance is effective in supporting student choices for their future career.

Next Steps:

1. Improve teachers' and support staff's knowledge of inclusive education best practices and effective strategies for all phases.
2. Implement impactful initiatives to improve and sustain attendance, incorporating incentives and consequences, with regular monitoring and review of their effectiveness.
3. Identify gifted and talented students across all phases and ensure the development of ample provision to enable them to realize their full potential.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good

Findings:

- The school leadership team comprises the principal, vice principal, and four phase leaders. Most senior leaders, led by the principal, are dedicated and effective, demonstrating high professional competence and understanding of current educational best practices. They actively promote and share the school's vision with all stakeholders. The school leadership commitment to UAE and Emirati priorities is evident in school displays and activities. There is a clear commitment to inclusion, with designated staff leading the identification and support for students with additional needs. Senior leaders have delegated subject responsibilities to middle leaders, enhancing accountability within the team.
- Leaders at all levels demonstrate solid understanding of best practices in teaching and learning. However, their influence on raising standards across all phases and subjects is not consistently evident. Senior leadership recognizes the need for more effective use of assessment data by both middle leaders and teachers to achieve positive student outcomes. They have fostered a culture of sharing best practices across the school; however, the impact of these initiatives has yet to be fully realized.
- Strong relationships within the school are evident, and leaders have well-defined roles and responsibilities. The care, guidance, and support for both students and staff contribute positively to the school culture.
- Leaders are aware of the need for improvement within the school and have identified key areas for development, including raising the standard of teaching across all phases, enhancing the use of assessment, and developing middle leaders' effectiveness. While they have been successful in retaining staff, including effective teachers, the overall impact of their actions remains inconsistent. The leadership team possesses the capacity to drive further improvements in the school.
- Leaders are accountable, and this accountability is shared among the team. However, the inconsistent use of assessment data to identify specific areas for improvement, combined with a lack of rigorous evaluation of their actions, has hindered progress. Although leaders have maintained adequate school performance and ensured compliance with statutory requirements, further refinement in these areas is necessary to enhance overall effectiveness.

Next Steps:

1. Improve the systematic use of assessment data for identifying improvement areas and informing teaching strategies.
2. Improve professional development by enhancing targeted training for middle leaders and staff focused on best practices in teaching to drive measurable student performance improvements.
3. Improve evaluation practices by developing a robust framework to rigorously evaluate the impact of leadership actions on student achievement, guiding informed decision-making for future developments.

School self-evaluation and improvement planning

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

Findings:

- All staff participate in the self-evaluation process (SEF), and the views of parents and students are considered. While the (SEF) incorporates both internal and external data and is detailed, it tends to be descriptive rather than evaluative, leading to judgments that do not consistently reflect students' achievements. Furthermore, alignment with the UAE Inspection framework is inconsistent.
- Monitoring of teaching and learning occurs regularly through various methods, including formal observations conducted by senior and middle leaders, peer observations, work scrutiny, planning reviews, and learning walks. Although the outcomes of these observations are analysed, there is a noticeable lack of targeted professional development initiatives based on this analysis to enhance teaching standards. Additionally, feedback provided to teachers is minimal and insufficiently focused on improving student outcomes.
- The school improvement plan is informed by the school's self-evaluation and incorporates recommendations from the previous report. While the targets are generally, but not always, SMART (Specific, Measurable, Achievable, Relevant, and Time-bound), the plan lacks a strong connection between success criteria and student outcomes, as well as a clear assessment of the effectiveness of implemented actions.
- The school has successfully addressed many of the recommendations in the previous Inspection report. As a result, students' achievement has improved in some subjects, including progress in English and Islamic studies in higher phases, progress in math in lower phases, and overall student achievement in UAE social studies. However, there remains several areas of improvement the school needs to address to further impact students' achievement across subjects and phases.

Next Steps:

1. Improve the self-evaluation process by ensuring it is more evaluative and consistently aligned with the UAE Inspection Framework.
2. Provide targeted professional development based on needs analysis to improve teaching standards, and focus feedback on enhancing student outcomes.
3. Strengthen the school improvement plan by ensuring success criteria are clearly linked to student outcomes and evaluating the effectiveness of actions taken.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- Parents are actively involved in supporting teaching and learning at the school. They are well-informed about their students' learning progress through platforms, like Google Classroom and the school portal, which enables them to monitor their children's academic achievements. Regular surveys are conducted to gather parents' feedback on the school development plan, which is shared transparently with all families. The school benefits from a dedicated parents' body that organizes and supports various activities, including cooking, sports, and charity events. Additionally, parents are encouraged to participate in reading sessions and other in-class support initiatives, positively impacting student outcomes.
- The school's communication with parents is effective. Various channels, such as weekly circulars, monthly newsletters, and a portal, ensure that parents have access to important information and progress reports. Parents can easily communicate through the portal, phone calls, direct meetings with the principal and teachers, and help-desk inquiries. Help-desk tickets are addressed within 48 hours, and follow-up is conducted to ensure parental satisfaction. Reports regarding help-desk inquiries are shared with the principal and corporate management for monitoring and analysis. The Special Educational Needs Coordinator maintains close communication with parents of students with additional needs, providing regular updates on their children's progress, which has led to high levels of parental satisfaction.
- Parents have access to a web-based portal that allows them to review their child's academic progress at any time. The reporting system is comprehensive, detailing academic achievements, effort levels, and personal and social development. While reports communicate various aspects of student progress effectively, including personal and social development in all grades, more clarity of information is required in the higher phase. The methodology for calculating term grades is well explained in report cards; however, the calculation method for GPA is not included.
- The school is involved in local charity partnerships and community initiatives, such as beach clean-ups. International collaboration occurs through the corporate group, with virtual sessions held with international schools and some physical visits. However, expanding connections with local and international universities will provide students with enhanced opportunities to develop their life skills and enrich their learning experiences.

Next Steps:

1. Improve links with local and international universities and schools to provide students with more effective opportunities to broaden their life skills and increase awareness of international opportunities.
2. Include personal and social development in the student report cards for all grades.
3. Include reference to the methodology for calculating the GPA on the report card.

Performance Indicator	Quality judgement
Governance	Good

Findings:

- The Governing Board has representation from all stakeholders. The representative of the owner is the Chair of the Board of Governors. The views of parents and staff are regularly sought. However, although parents attend meetings, they are not actively engaged in the activities of governance and the Chair would like to see this improved. Governors receive monthly reports from the principal, and the Chair holds regular meetings with the principal, in addition to the governors' meetings. Governors are well informed about the school and its needs and are effective in managing the finances of the school and support the principal in introducing new initiatives.
- The Chair and some other governors make regular visits to the school. These visits are not always focused on school improvement priorities. Governors know what the priorities of the school are. They are aware of the need to improve standards in Arabic as a second language and In mathematics and science. They are also aware that standards of teaching have not improved since the previous inspection, and that this is a priority.
- Governors consistently monitor school performance. The performance management (appraisal) process has been recently adapted so that it is consistent across the school. Leaders are held accountable for the outcomes of students. Targets are closely linked to academic performance and to the personal development of students. However, the impact on students' outcomes is not yet consistent.
- Governors exert a positive influence on the school and have seen an improvement in outcomes in some subjects and phases. However, this is not yet consistent across the school. They ensure that statutory requirements are met and that the buildings are safe and secure. Governors ensure that resources are adequate and have provided a range of additional resources such as STEAM rooms, Montessori rooms and an additional computer laboratory. Governors have supported the school in introducing initiatives, such as the collaborations with other schools across the world. Governors have had some positive impact on the overall performance of the school.

Next Steps:

1. Develop a system to monitor the impact of governors' actions, ensuring their decisions lead to meaningful improvements and impact students' achievement.

Management, staffing, facilities and resources

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

Findings:

- The day-to-day operations of the school are well-organised and efficiently managed. Daily routines such as students' arrival and dismissal run smoothly. The timetable includes all curriculum subjects and extracurricular activities, maximizing students' learning.
- Staff deployment is sufficient, with appropriately qualified, teachers, teacher assistants and technicians to perform their respective roles effectively. Teachers' turnover is very low, and all teachers have regular access to training sessions including online platforms, to extend the students' learning experience. However, there are no systematic methods for measuring the impact of this training on students' achievement.
- The school's premises and facilities are clean and safe, providing a welcoming and pleasant environment. They are fully accessible to students with mobility difficulties through the availability of lifts and ramps. Classrooms are appropriately sized and equipped with a projector in each. Specialist facilities such as the library, science labs, STEAM lab, multi-purpose hall, dance & yoga rooms as well as swimming pool to support the delivery of the curriculum well.
- Resources meet most students learning needs and support teaching and learning. The school, including the KG, is equipped with sufficient relevant resources including textbooks, practical materials and equipment, and technology. However, students don't have access to individual technology devices during lessons, and the number of Arabic books in the library is very limited.

Next Steps:

1. Assess the effectiveness of teacher training on improving the quality of teaching and enhancing student achievement.
2. Expand the library's collection, particularly with Arabic books, to foster students' reading skills.
3. Integrate technology into lessons to support and enrich students' learning experiences.

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