



Irtiqa'a School Inspection

AY 2024/25

Indian School - Al Ain

Rating: Good

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School Information

General Information		
	Name	Indian School - Al Ain
	Esis Number	9161
	Location	45, Al Ajyal St, Al Muwajji'i, Al Ain, 30059
	Website	http://www.indiainschoolalain.com
	Telephone	037678915
	Principal	NEELAM UPADHYAY
	Inspection Dates	14 to 17 Oct 2024
	Curriculum	Indian

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1920
Number of Emirati students	1
Number of students of determination	10
Largest nationality group of students	India - Bangladesh - Afghanistan

Information On Teachers

Number of teachers	106
Nationalities	India - United Arab Emirates - Sudan
Number of teaching assistants	6

Changes since the previous inspection

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

The previous principal resigned in December 2023. The vice principal has been appointed to be the acting principal. Once all the procedures have been followed, she will be the substantive principal. The previous head of the girls' section will be the new vice principal. There will be a further internal appointment to the post of head of the girls section.

Achievement in most subjects has remained good, with some improvements in Islamic Education and Arabic as a second language, and it has been very good in nearly all phases. Very good progress is now noted in English, mathematics, and science in Phase 1. Very good achievements in science were sustained in Phase 4.

Students' personal and social development and curriculum provision were not inspected during the previous inspection, but both areas are currently noted as good. Personal development is currently judged as very good.

Curriculum adaptation is judged acceptable due to a need for greater precision with modifying the provision to ensure the matching of work to the needs of all groups of students.

Health and safety have remained at a good level, but care and support have slipped to acceptable levels again due to the need for better support for some groups of students.

Leadership remains good, with governance improving from acceptable last time to good during this inspection. The quality of the school's self-evaluation has regressed from good to acceptable, with a greater focus now

needed on increased accuracy in using assessment data.

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

- Students are provided with targeted workbooks, which are subject specific and align with the requirements of TIMSS and PISA. In lessons, students are provided with worksheets that focus on the key skills needed to excel in these assessments. Practice tests are completed in the computer laboratory to familiarize students with both the format and the time limits of the assessments. These assessments are tracked for progress and to identify gaps in learning, which are then addressed. Students have regular homework to further reinforce their skills. Feedback is provided to enable students to know how to improve their work.
- Teachers attend the training provided by ADEK.

Performance in standardized and international assessments

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

Standardized Assessments

The school benchmarks students' performance through the ACER IBT assessment for English, mathematics, and science in grades 3 to 9. Results of the assessment in the AY2023/24 indicate weak attainment in phases 2, 3, and 4 in English and science, weak attainment in phases 2 and 3, and very good in phase 4 in mathematics.

In phase 4, grade 10 and 12 students take the CBSE assessments, the results of which in AY2023/24 indicate outstanding results in English, good attainment in mathematics, weak attainment in grade 10 science, and very good attainment in grade 12 physics, chemistry, and biology.

In Arabic-medium subjects, grade 12 students take the MOE assessment, on which they made outstanding attainment in AY2023/24.

International Assessments: TIMSS, PISA, PIRLS

- 15-year-old students participated in the PISA 2022. The school did not meet the target of 445.9 in reading literacy, and actual results of 443.2 are below international averages. In mathematical literacy, the target of 476.6 was not met with the actual results of 473, which is above international averages. Scientific literacy has the highest result at 499.9, which is above the international average and the target set for the school at 453.8.
- In 2019 tests, the school achieved a low international benchmark in mathematics in Grade 4 but Intermediate in Grade 8 and in both Grades 4 and 8 in science.
- Students' results in PIRLS 2021 for reading at Grade 4 are within the Intermediate International Benchmark range. The results of Grade 4 and Grade 8 students in mathematics and science in TIMSS 2023, are awaited.

Reading

The school has one central library that is used for reading and study space for grades 1 to 12. Students in grades 1 to 8 have a library period every two weeks. Students in grade 9 to 12 can access the library at any point during their break times. The library has a number of desks where students sit and read or conduct independent research to support their studies. Around the outside of the library there are cabinets containing many genres of books, magazines, and articles. There are approximately 22,000 books across the whole school with many of these distributed in classrooms. There are books in English, Arabic, Hindi, Malayalam, French, Tamil, and Urdu.

The school has a librarian who supports the classes when they visit the library. There is an electronic system used for logging books in and out. Students can take whichever book they choose and keep it for up to two weeks. The school uses two online platforms to promote reading. An online library/classroom is used in KG to Grade 4, with books uploaded by the librarian. Microsoft Teams is used from grades 5 to 12. Students are encouraged to write book reviews, which are collated by the librarian and stored in the library.

The school tries to promote reading through various activities. Younger students are encouraged to dress up, sometimes choosing to dress as a book character in Phase 1. KG students are encouraged to share books and speak about them at every opportunity through book talks and read aloud sessions. The school celebrates “Children’s Day” and often, the younger children come dressed as book characters although there is no specific book day celebrated across the school. There are sessions at the beginning of the academic year and throughout the year when staff in Phase 1 discuss strategies to improve reading as many of the students may not have English as their first language. There has been no training in the teaching of phonics in a systematic way in Phase 1 or Phase 2. The school is trying to promote reading across the whole school with texts in Arabic and English featuring heavily in assemblies, often led by students. Reading texts is commonplace in all subjects in all lessons throughout the school. This promotes not only their reading skills and comprehension, but also their oracy skills. There is a particular focus on subject specific vocabulary to clarify comprehension and pronunciation of unusual words. Reading is further promoted through CBSE reading challenges, which take place online.

Reading challenges are organized during the summer holiday whereby students are encouraged to read four books. There are a number of audio comprehensions provided by CBSE and the school has introduced DEAR (drop everything and read) once a week across the school on a Tuesday for five minutes. An English communication lesson has been introduced for grades 1 to 8 each week. This focuses on developing reading, oracy and listening skills. Reading progress is tracked by internal assessments that focus on initial sounds and blending knowledge in KG. In the remaining sections of the school, there are some internal assessments that track reading and comprehension skills.

Strengths of the school

- Students achieve well in most subjects across the school, demonstrating the effectiveness of teaching and learning practices.
- Students exhibit positive and responsible attitudes while fostering strong relationships with peers and staff, creating a supportive and productive learning environment.
- Students display a clear understanding of Islamic values and their significant role in shaping contemporary UAE society.
- The school provides a clean and safe environment, prioritizing students’ safety and comfort at all times.
- The school places a strong emphasis on student well-being and actively promotes awareness of environmental issues.
- The school successfully builds a strong partnership with parents, fostering collaboration and engagement in the educational process.
- The school ensures proper management of its premises through consistent maintenance and accurate record-keeping practices.

Key Recommendations

1. Raise the standard of achievement in all subjects to a very good level by:

- ensuring that activities in lessons are always differentiated to provide appropriate challenges for all groups of students, especially the lower-attaining, high-attaining and gifted and talented students
- making greater and more precise use of assessment information in lessons to adapt activities to meet the emerging needs of the students
- improving children's and student's creative and extended writing skills in Arabic and English across the school
- developing children's and students' independent practical and investigative skills particularly in mathematics and science and especially in Phases 1, 2 and 3
- improving children's and students' skills with collaborating with one another in lessons in all phases
- developing children's and students' innovation and enterprise skills to the fullest extent across the school.

2. Improve the quality of teaching, learning and assessment to a very good level by:

- enhancing teachers' open-ended questioning skills to promote children's and students' deeper thinking, reflection and meaningful discussions in all phases, but especially in Phase 1
- ensuring all students across the school have sufficient opportunities for critical thinking, innovation and independent learning with increased differentiation in all lessons
- ensuring across the school, that work is always matched and personalized to the needs of lower and higher-attaining students and gifted and talented students
- improving the quality of marking and feedback provided by all teachers, so students know what they need to do to improve their work, in a manner appropriate to their age and stage of development.

3. Strengthen leadership and management by:

- ensuring that middle leaders receive appropriate professional development to enable them to monitor teaching and learning effectively
- devising different and innovative leadership strategies for encouraging students back to school at the beginning of the academic year to ensure overall attendance is improved to an at least good level
- ensuring that school leaders make full and accurate use of all assessment data to inform the school self-evaluation process
- ensuring that full use is made of the school self-evaluation to inform the school improvement plan.

Overall School Performance: **Good**

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

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

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

PS3: Teaching and Assessment

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

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	Good	Good	Good	Good
Care and support	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

PS6: Leadership and Management

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

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The attainment data analyzed by the school against the Ministry of Education (MoE) curriculum standards for the academic year 2023/2024 indicates that most students attain above curriculum standards across the four phases. This high level of attainment was not reflected in the lessons observed or in the students' work.
- The school has no external national or international assessments for Grades 1 to 11. Grade 12 MoE examination results for the last AY 2023/2024 indicate that most students attain above curriculum standards.
- In lessons and their recent work, the large majority of the students attain levels above the curriculum standards in Phases 1,2 and 4, while the majority of students attain above curriculum standards in Phase 3.
- The school's internal assessment shows that most students have attained above curriculum standards over the last three years.
- 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.
- In lessons, the large majority of students across all phases make better-than-expected progress.
- The school analyzes assessment data to monitor the progress of different groups of students. However, no such data is available for lower attainers in Phase 2 and Phase 4. Similarly, no data is available to show the progress of students of determination in Phase 1 or the progress of gifted and talented students in Phases 1,

2, and 4. Where the progress data is available, most groups of students, including boys, girls, lower-attainers, higher-attainers, and gifted and talented students, make better than expected progress, except in Phase 3, where the large majority of boys make better than expected progress. The data shows that most students of determination make the expected progress in Phases 2, 3, and 4, which aligns with what is generally seen in lessons. In lessons, lower-attaining, higher-attaining, and gifted and talented students do not always make the progress they are capable of.

Next Steps:

1. Enhance Phase 1 and 2 students' knowledge of the Prophet's seerah.
2. Improve students' pronunciation of Qur'anic verses and their application of Tajweed rules across all phases.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data at the end of 2023/24 academic year against expectations per year group indicates that most of students in Phases 1, 2 and 4 and the large majority of students in Phase 3 attain above curriculum standards. This high level of attainment does not align with levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for Arabic as a second language (ASL).
- In lessons and their recent work, the majority of students in all phases demonstrate listening, speaking, reading and writing skills above curriculum standards. However, most students who have been learning ASL for more than two years can copy words and text in neat handwriting but rarely write using memorized words and phrases. Students learning ASL for more than four years in Phases 3 and 4 occasionally can understand simple short text with key information.
- Over the last three years, the school's internal attainment shows that most students in Phases 1, 2 and 4 have attained above curriculum standards while the large majority of students in Phase 3 have attained above curriculum standards.
- The school's analysis of internal assessment data indicates that the most of students in Phases 1, 2 and 4, and large majority of students in Phase 3 make better than expected progress over time and from their starting points.
- In lessons, the large majority of students in Phases 1, 2 and 4 make better than expected progress while the majority of students in Phase 3 make better than expected progress in developing their listening, understanding, speaking and reading skills. However, they make only limited progress in developing their extended writing and reading comprehension skills across the grades.
- The school's progress data indicates that most boys and girls make better than expected progress in Phases 1, 2 and 4 and the large majority of boys and girls make better than expected progress in Phase 3. The data shows that most lower-attainers make the expected progress in Phases 3 and 4, but there is no progress data to show their progress in Phases 1 and 2. The data shows that most higher-attainers in all phases make better than expected progress. Most students of determination make the expected progress in Phases 2 and 4 and the majority make better than the expected progress in Phase 3. Most gifted and talented students make better than expected progress in Phases 3 and 4 but there is no data to show their progress in Phases 1 and 2. In lessons, students with additional learning needs, including students of determination, do not make the expected progress toward their targets. Also in lessons, lower-attaining students do not always receive sufficient support to enable them to make the expected progress. Higher-attaining and gifted and talented students do not always make the progress of which they are capable.

Next Steps:

1. Improve students' reading comprehension skills across the school.

2. Improve students' extended writing skills, particularly 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	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Very Good ↑	Very Good ↑

Findings:

- The 2023/2024 attainment data analyzed by the school against the MoE curriculum standards indicate that most students attain above curriculum standards across the four Phases. This high attainment level does not match what is seen in lessons observed or in the students' work.
- The school has no external national or international assessments for Grades 1 to 9.
- In lessons and in their recent work, most Phase 1 children and students show adequate understanding of UAE cultural elements, landscapes, and Islamic values.
- Over the last three years, the school's internal attainment data across all phases shows that most students consistently attained above MOE curriculum standards.
- The school's analysis of internal assessment data indicates that most students make better than the expected progress over time and from their starting point at the beginning of the academic year across the four Phases.
- In lessons, most children and students in Phase 1 make the expected progress. In Phase 2, the majority of students make better than expected progress while in Phases 3 and 4 the large majority of students make better than expected progress.
- The school does not have any assessment information to show the progress of different groups of children and students in Phase 1. The data shows that most boys make better than expected progress in Phases 2, 3, and 4. Most girls make better-than-expected progress in Phases 3 and 4, and the large majority of girls make better-than-expected progress in Phase 2. The data shows that only a majority of lower attainers make the expected progress in Phases 2 and 3, while the large majority of lower attainers make better than expected progress in Phase 4. Assessment data shows that most students of determination make the expected progress in Phases 2 and 3, while most students of determination make better than expected progress in Phase 4. The data shows that most gifted and talented students make better than expected progress in Phases 3 and 4, but no data shows their progress in Phases 1 or 2. In lessons, higher-attainers and gifted and talented students do not always make the progress they are capable of due to missed opportunities to

extend their learning.

Next Steps:

1. Deepen students' understanding and knowledge about UAE leaders in Phase 1.
2. Improve usage of assessment data to inform teaching and learning in social studies.

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	Good
	Progress	Very Good ↑	Good	Good	Good

Findings:

- The school's analysis of internal assessment data at the end of 2022/23 academic year, against the EYFS and CBSE curriculum standards for English indicates that most students in Phase 1, a large majority in Phase 2, a majority in Phase 3 and a large majority in Phase 4 attain above curriculum standards. These high levels of attainment do not fully align with the levels of students' knowledge and skills observed in lessons.
- In the ACER (Australian Council for Educational Research) and IBT assessments for the previous academic year, less than 75% of Phases 2 and 3 students attained levels that align with international standards. Data for Phase 3 at grade 9 indicates a large majority attain levels above international standards. PISA results show a slight improvement over time, although the target for 2022 tests was not quite achieved. Most students in Phase 4 who took the CBSE Board examinations in grades 10 and 12 achieved above curriculum standards.
- In lessons and their recent work, the majority of students across the school demonstrate mathematical knowledge, skills, and understanding that are above curriculum standards.
- Over the past three years, the school's internal assessment data shows that in Phase 1, most children and students attain above curriculum standards. The data shows that in Phases 2 and 4 a large majority of students attain above curriculum standards and a majority of students attain above curriculum standards in Phase 3.
- The school's internal assessment data indicates that most children and students in Phase 1 make better than expected progress, and the large majority of students in Phases 2 and 4 have made better than expected progress. The data also shows that the majority of students make better than expected progress in Phase 3.
- Based on lesson observations and the scrutiny of students' work, the large majority of children and students make better than the expected progress in Phase 1. The evidence shows that the majority of students make better-than-expected progress in Phases 2, 3, and 4.
- The school's internal progress data shows that most boys make better than expected progress in Phase 1, the large majority make better than expected progress in Phases 2 and 4, and the majority make better than

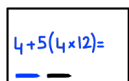
expected progress in Phase 3. The data shows that most girls make better-than-expected progress in Phases 1 and 4, and the large majority make better-than-expected progress in Phases 2 and 3. The data shows that most lower-attainers make better than expected progress in Phase 1, while only a majority make the expected progress in Phases 2, 3, and 4. The data shows that most higher-attainers make better than expected progress across the school. There is no assessment data to show the progress made by children and students of determination in Phase 1, but in Phases 2, 3, and 4, the data indicates that only a majority of these students make the expected progress. There is no data to show the progress made by gifted and talented students in Phases 1 and 2, but the data shows that most gifted and talented students make better than the expected progress in Phases 3 and 4. In lessons, higher and lower-attaining students across the school do not always make the progress they are capable of.

Next Steps:

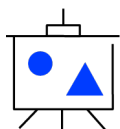
1. Align internal assessments with external benchmarks and classroom observations to ensure that the assessment data accurately reflects students' actual knowledge and skills.
2. Implement targeted support and differentiation strategies for lower-attaining students and students of determination to help them make better-than-expected progress and reach their full 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:



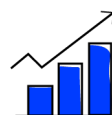
Number and quantity and their use



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	Acceptable ↓	Good	Good
	Progress	Very Good ↑	Good	Good	Good

Findings:

- The school's analysis of internal assessment data at the end of 2022/23 academic year, against the EYFS and CBSE curriculum standards for mathematics indicates that most students in Phase 1, a large majority in Phases 2 and 3 and a majority in Phase 4 attain above curriculum standards. These high levels of attainment do not fully align with the levels of students' knowledge and skills observed in lessons.
- In the ACER (Australian Council for Educational Research) and IBT assessments for the previous academic year, less than 75% of Phases 2 and 3 students attained levels that align with international standards. Data for Phase 3 at grade 9 indicates a large majority attain levels above international standards. PISA and TIMSS results show a slight improvement over time. Most students in Phase 4 who took the CBSE Board examinations in grades 10 and 12 achieved above curriculum standards.
- In lessons and their recent work, the majority of students in Phases 1, 3, and 4 demonstrate mathematical knowledge, skills, and understanding that is above curriculum standards. In Phase 2, the evidence indicates that most students align with curriculum standards. In Phase 1, children and students do not use a wide enough range of practical mathematical equipment to consolidate their understanding of concepts in investigative work. Across the school, students do not have sufficient experience and skills to carry out practical mathematical problem-solving activities.
- Internal assessment information shows that over the past three years, the attainment of most children and students in Phase 1 has been above curriculum standards. The data shows that at Phases 2 and 3 the large majority of students have attained above curriculum standards while in Phase 4 the majority of students have attained above curriculum standards.
- The school's internal assessment data indicates that most children in Phase 1, a large majority in Phase 2 and 3, and a majority in Phase 4 make better than expected progress relative to their starting points.
- Based on lesson observations and the scrutiny of work, a large majority of children and students in Phase 1 make better than expected progress, while a majority make better than expected progress in Phases 2, 3, and 4.
- The school's analysis of internal progress data shows that most boys and girls make better than expected

progress in Phases 1 and 3, and the large majority of boys and girls make better than expected progress in Phase 2. The data shows that the large majority of lower attainers make better than expected progress in Phase 1, but only a majority of lower attainers make expected progress in Phases 2, 3, and 4. The data shows that most higher attainers make better than expected progress across the school. There is no data to show the progress made by students of determination in Phase 1, but in all other phases, only a majority of these students make the expected progress. There is no data to show the progress of gifted and talented children and students in Phases 1 and 2, but most of the gifted and talented students in Phases 3 and 4 make better than expected progress. In lessons, lower-attainers, higher-attainers, and gifted and talented students do not always make the progress they are capable of.

Next Steps:

1. Encourage students in Phase 1 to engage with a wide range of practical mathematical tools to strengthen their understanding of concepts through investigative activities.
2. Enhance students' skills across the school in applying practical mathematical problem-solving techniques.
3. Strengthen the skills of all students in Phase 3 in using formulae to calculate geometric properties of shapes.

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

Findings:

- The school's internal data suggests attainment for most students in KG is above curriculum standards. In Phase 2, internal assessment data suggest that a large majority of students attain above the CBSE curriculum standards. In Phase 3, the majority students attain levels that are above curriculum standards. In Phase 4, overall, the data shows that less than three quarters of the students attain in line with curriculum standards.
- In the recently concluded national board examination of CBSE in 2023-24, in Grade 10, the majority of students scored above curriculum standards and in Grade 12 a large majority of students scored above curriculum standards in physics, chemistry and biology. In PISA 2022, students in Phase 4 scored 500 overall, which is above the international benchmark, and at the same time, exceeding the target that had been set at 454. The score achieved in 2022 was significantly better than the score of 424 achieved in 2018. In the international assessment of Trends in Mathematics and Science Studies in 2019 (TIMSS), students' attainment in science in Grade 4, with a score of 468, was below the international average, and had slipped from the score of 487 achieved in 2015. In Grade 8, in the 2019 TIMSS testing students overall score of 533 was at the intermediate international level, surpassing the target set at 528 and significantly improving on the score of 503 in 2015.
- In lessons and their recent work, the majority of students in Phases 1 and 3, attain above curriculum standards. In Phase 2 most students attain in line with curriculum standards and in Phase 4, the large majority of students attain above curriculum standards. In Phase 1, children and students are curious learners, gaining secure knowledge and understanding of natural science. In Phase 2, students are building their scientific knowledge and understanding of life sciences. In Phases 3 students discuss scientific principles regarding physical sciences, such as magnets and their effects and the states of matter. In Phase 4, students regularly conduct experiments in the laboratory and are starting to apply scientific methods to understand more complex scientific phenomena. However, in all phases, students' skills with predicting, recording and inferring are less well developed. Although students can explain science phenomena and principles, their capacity to use scientific terms and vocabulary is still underdeveloped.
- Over the past three years, the school's internal attainment data suggests that most children and students in

Phase 1 have consistently attained levels above the curriculum standards. The data shows that in Phase 2, a large majority students have attained above curriculum standards. In Phase 3, the data indicates that the majority of students have attained above curriculum standards, while in Phase 4, less than three quarters of students have attained in line with curriculum standards.

- Analysis of the internal progress data indicates that most children and students make better than expected progress over time or from their starting points in Phase 1. The data shows that in Phase 2, a large majority make better than expected progress from their starting points, and in Phase 3, a majority make better than expected progress over time. The internal data suggests, that overall, only a majority of students make expected progress in Phase 4.
- In lessons in Phase 1, the large majority of children and students make better than expected progress in identifying and explaining the objects used in different seasons. In Phases 2 and 3, the majority of students make better than the expected progress in relation to lesson objectives in life and physical sciences. In Phase 4, in lessons, the large majority of students make better than expected progress in advancing their scientific skills and understanding. However, in all phases, in science investigations, students do not make sufficient progress in advancing their skills with writing hypotheses, making predictions, recording results and drawing conclusions. Children and students in Phases 1, 2 and 3 do not progress sufficiently in learning to independently set up their own science investigations.
- The school's internal assessment data shows that most girls and boys make better than expected progress in Phase 1 and the large majority of boys and girls make better than expected progress in Phase 2. The data shows that the majority of boys make better than expected progress in Phase 3 while only a majority of boys make the expected progress in Phase 4. The data shows that the large majority of girls make better than expected progress in Phase 3 and most girls make the expected progress in Phase 4. The data indicates that most lower-attainers make better than expected progress in Phase 1, while only a majority of lower-attainers make the expected progress in Phase 4. The data shows that most higher-attainers make better than the expected progress in all phases. There is no data to show the progress of children or students of determination in Phase 1. The data shows that only a few students of determination make the expected progress in Phases 2 and 4 while most students of determination make the expected progress in Phase 3. There is no data to show the progress of gifted and talented students in Phases 1 and 2. The data shows that in Phases 3 and 4, most gifted and talented students make better than expected progress. In lessons, no differences are noted in the progress made by different groups of students.

Next Steps:

1. Develop the skills of students in all phases to hypothesize, predict, draw conclusions, and accurately record their observations and results during science investigations.
2. Enhance students' ability across the school to understand and use scientific vocabulary effectively to communicate their understanding in science.
3. Foster the ability of children and students in Phases 1, 2, and 3 to independently design and set up their own science 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	Good	Very Good ↑

Findings:

- In Phase 1, children and students have positive attitudes toward learning and can work for short periods without their teachers' intervention. They may be passive learners, but they know what they have learned and how to improve their work in general terms. In Phases 2, 3 and 4, the students enjoy learning and take increasing responsibility for their own learning. They know their strengths and weaknesses and take steps to improve. The students show their enthusiasm to learn, and they listen well to the teachers. They focus well on their learning in different activities.
- In Phase 1, children and students work productively in groups, although the quality of their interactions is varied, and collaboration is limited. They communicate their learning adequately. In Phases 2, 3 and 4, the students interact and collaborate in a range of learning situations. However, there remains scope for improving students' collaboration skills across the school. In Phases 2, 3 and 4 students communicate their learning clearly.
- In Phase 1, children and students make a few connections between areas of learning and relate these in simple ways to their understanding of the world. In Phases 2, 3 and 4, the students make clear connections between areas of learning and relate these to their understanding of the world. When given the opportunities in different subjects, students suitably link their learning to real life situations.
- In Phase 1, children and students can do basic research with teachers' direction. They use learning technologies in limited ways to support their learning. Critical thinking and problem-solving skills are developing features of learning. In Phases 2, 3 and 4, the students are enterprising. They can find things out for themselves and use technologies to support their learning. In some subjects such as mathematics, science and social studies, the students use learning technologies independently to promote their understanding. Students do not always sufficiently develop their critical thinking and problem-solving skills in different subjects and particularly in mathematics and science. Generally, across the school, students do not sufficiently develop their innovation skills during lessons.

Next Steps:

1. Strengthen students' critical thinking and problem-solving skills across the school, with a particular focus on practical and investigative work in mathematics and science.
2. Enhance students' innovation skills across the school by integrating opportunities for creative thinking and original ideas into lessons.

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

Personal Development

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

Findings:

- Students have positive and responsible attitudes. They are self-reliant. They seek out and respond very well to critical feedback. Across the school, the children and students show confidence in their learning and work independently without direction from teachers when required to do so.
- Students are frequently self-disciplined and respond well to others. They work together to resolve differences. Bullying is very rare. Students’ very positive behavior contributes to a harmonious learning community. Across the school students are very polite to staff and each other, resulting in a safe and productive environment.
- Students are sensitive to the needs and differences of others and consistently help each other. However, there are times when they could support each other in lessons better through better collaboration and interaction. As a result, relationships amongst students and with staff are respectful and considerate.
- Students regularly contribute to school teams, activities, and initiatives, including volunteering to be peer mentors to younger students.
- Students demonstrate secure understanding of safe and healthy living. They usually make wise choices about their own health and safety. They initiate or participate in activities that promote safe and healthy lifestyles. Many students are physically active during breaktimes, and the school 'House' system and interschool sports allows students to regularly participate in physical activities. However, discussions with students, indicate that there remains scope for them to further strengthen their understanding of what they need to do to maintain their own healthy lifestyles.
- Attendance at 93% is acceptable and there have been particular difficulties with attendance of a minority of students at the start of the school year. Students generally arrive at school and to lessons on time.

Next Steps:

1. Improve students’ collaboration and positive interaction across all phases.
2. Develop students’ understanding of maintaining a healthy lifestyle across all phases.
3. Further improve students' attendance rates across all phases.

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 show a clear understanding of Islamic values and their impact on shaping UAE society. This is particularly evident in Phases 2, 3, and 4, where students' respectful behavior and reverence for the Holy Qur'an during daily assemblies reflect these values. This connection enables students to align Islamic values with the school values. However, children's and students' respectful behavior and reverence for the Holy Qu'ran is less evident in Phase 1. Students participate in celebrating various Islamic occasions, such as Iftar gatherings during Ramadan and the Prophet's (PBUH) birthday.
- Students demonstrate appreciation and respect for UAE heritage and culture. They actively participate in and enjoy all national occasions, including events like National Day and Flag Day. Students showcase extensive knowledge about the UAE, expressing their understanding of UAE traditions, culture, and heritage. Students in Phases 3 and 4 discuss the contribution of all UAE leaders, especially Sheikh Zayed and highlight their achievement. There remains scope to extend children's and students' knowledge of UAE leaders and their achievements in Phases 1, and 2.
- Across the school, students take pride in their own culture and express this by wearing their national costumes on Indian Independence Day. They learn about the various traditions within different sects in India and celebrate the festivals of each. However, their broader understanding and appreciation of other world cultures is limited in all phases.

Next Steps:

1. Extend students' knowledge of UAE leaders and their achievements in Phases 1, and 2.
2. Enhance students' understanding and awareness appreciation of other world cultures across the school

Social responsibility and innovation skills

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

Findings:

- Children and students enjoy the roles and responsibilities assigned to them by the school. The students' council helps manage students' movement during break times and school activities, while also serving as a link between the students and the school in case of any issues. Students support their peers with additional learning needs in the classroom and offer career guidance to younger students. Phase 3, students hosted students from the Zahid Higher Organization for Humanitarian Care for Special Needs, fostering connections and understanding. Additionally, students participated in a donation drive with the Red Crescent at the start of the year. However, overall students are insufficiently involved in regular and structured volunteer activities that benefit both the school and the wider community.
- Students across the school demonstrate a positive work ethic. Grade 12 students participated in the 'Net Zero' competition with a model to purify the air, Grade 10 students designed a new Formula One car, and Grade 11 students engaged in creating their own products and marketing them. However, overall, children and students across the school do not regularly take initiative and develop their innovation, enterprise, and entrepreneurial skills. Also, students across the school do not often involve themselves in independently running initiatives and planning school activities.
- Students across all phases demonstrate a strong understanding of both local and global environmental issues. They actively plant and care for greenery in the school's garden, celebrate environmental events like Earth Day, and participate in recycling projects. The eco-team promotes awareness about conserving water and electricity through speeches and posters. Nearly all students are aware of the UAE's six sustainability goals and frequently refer to them in their lessons.

Next Steps:

1. Engage all students in regular, structured volunteer activities contributing to the school and the wider community.
2. Foster students' innovation, enterprise, and entrepreneurship skills through opportunities inside and outside the classroom.
3. Offer students opportunities to take initiative and independently plan activities and small projects.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- The majority of teachers have a thorough knowledge of their subject and convey this knowledge clearly and confidently to the students, especially in Phases 2, 3 and 4. Teaching approaches in Phase 1 can however often be instructional, inhibiting children's and students' abilities to think for themselves. Interactions between teachers and students are positive and supportive in all phases. Most teachers understand how students learn and try to make connections across subjects in order to make learning as meaningful as possible for students.
- Across the school, lessons are planned carefully and in detail with the full intention to make work engaging, ensuring secure progress can be made by students. Learning objectives are shared at the start of lessons so that students know what they are learning, and subsequent activities support the learning objective. In the best examples, teachers provide a range of activities that encourage collaboration and deeper thinking although this is not consistent across all lessons. In the best examples such as in Phase 4, students often lead lessons. As a result of detailed planning, lessons are usually interesting resulting in students engaging in their learning well and working to the best of their abilities. However, in some instances, the pace of the lesson can result in students' being passive or in contrast, moving on too fast. Teachers create a positive learning environment where students feel relaxed and focused on their work.
- Across the school, teachers use formative assessment well and constantly ask questions in order to assess comprehension and new learning. Questioning techniques result in students being engaged learners and keen to please their teachers. In many cases, short answers are required, but in the best examples such as in Phase 4 English lessons, students are encouraged to think critically about their response and justify reasons for their answers. As a result, deeper learning is embedded.
- Across the school, teachers recognize that students learn differently and plan 3 levels of work that match precisely with the needs of most groups of students. This allows for steady progress to be made. However, overall, work is not always set at the correct level or sufficiently personalized to match the needs of higher and lower-attaining students and gifted and talented students across the school.
- Teachers sometimes develop students' critical thinking although questioning can often only require single word answers. Students do not always have enough time to think critically or work collaboratively in order to develop their independent learning skills. Opportunities for innovation are not fully developed due to the pedagogical approach currently being used in all phases.

Next Steps:

1. Ensure students across the school have sufficient opportunities for critical thinking, innovation, and independent learning with increased differentiation in all lessons.
2. Ensure that work is always matched and personalized across the school to the needs of lower and higher-attaining and gifted and talented students.
3. Enhance teachers' open-ended questioning skills to promote children's and students' deeper thinking, reflection, and meaningful discussions in all phases, but especially in Phase 1.

Assessment

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

Findings:

- Internal assessment procedures are consistent across all phases. They are linked to CBSE and the EYFS curriculum standards in the KG section of Phase 1. In Phase 1, assessment is less rigorous; hence, students are not always given tasks that build on what they know and can do. Upon entry to KG1, students complete a baseline assessment against which they are assessed. A diagnostic test is also administered to all students in all grades at the beginning of the academic year. Teachers in Phase 1 complete daily observation sheets, and students in all Phases are given summative assessments twice per term. Phases 2 and 3 students are entered for external Asset examinations, while those in grades 10 and 12 take CBSE assessments. Students' attainment is benchmarked against the international standards in both PISA and TIMSS.
- Assessment outcomes are recorded, and the progress of individual students and particular groups of students is tracked. In this way, gaps in learning are identified and addressed. Leaders can identify trends. Overall, asset outcomes are below expectations. However, leaders have tracked the progress and can demonstrate an upward trend, although this has not yet been shown in the overall judgment. Teachers have access to the data for their classes.
- Teachers are not consistently effective in using a range of assessment information in line with the curriculum expectations to inform their lessons and future planning so that the needs of individuals and groups are met. Teachers differentiate work in a simplistic way. This results in activities not routinely meeting the needs of the learners; as a result, the lower-attaining, higher-attaining, and gifted and talented students are not consistently challenged.
- Teachers have reasonable knowledge of the strengths and weaknesses of the students in their classes. They provide verbal feedback to students in lessons to help them improve. The written feedback provided by teachers in students' books and on report cards is often generic and does not always give individuals sufficient feedback about what should be the next steps in their learning. Formative assessment is evident, and students are given opportunities to self and peer-constructively assess their work.

Next Steps:

1. Ensure that teachers use assessment information to plan lessons which meet the needs of the students, particularly the lower- attainers, high-attainers and gifted and talented students.
2. Ensure teachers use assessment within lessons to modify their lesson, where needed, to meet the emerging needs of the students.
3. Improve the use of marking and feedback so that it is relevant to the age and stage of development of the students and provides clear ideas for all individuals about the next steps 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 well-aligned with the guidelines provided by both the CBSE board and the MoE, ensuring full provision of a broad and balanced range of work. The school ensures that all national statutory requirements are met.
- The planned and taught curriculum reflects a balanced approach, covering all essential areas. Emphasis is placed on meeting students' academic, emotional, and skills-based development needs. Mandatory subjects, assessments, and grading schemes are adhered to, promoting uniform standards across grade levels. Clear progression is evident across grade levels, with topics and skills built sequentially to ensure cumulative learning. Each grade introduces increasingly complex concepts, ensuring academic and skill development continuity. Subject schemes of work provide a structured path for teachers, promoting consistency across sections and grades. As a result, students are well prepared for the next phase in their education. The school ensures that students are ready and prepared for every phase through backward planning and curriculum modifications. Science streams of physics, chemistry, and biology are introduced in Phase 3 to ensure a seamless transition to secondary school science. Similarly, students are introduced to Arabic at the beginning of Phase 1.
- The curriculum provision provides a good range of options for older students. For example, an array of streams, such as science and commerce, are provided in alignment with popular career pathways selected by students. Students have the opportunity to make informed subject choices that match their career interests, with support from counselors and teachers. The optional subjects for older students of psychology, mathematics, economics, biology, IT and marketing further broaden learning opportunities.
- The curriculum promotes cross-curricular learning through integrated projects, theme-based activities, and assignments that link subjects. Lesson plans have clear connections to different areas of learning; for example, with art, social studies, and mathematics connections made in Hindi and Malayalam subject lessons. In most lessons, these cross-curricular strategies enhance real-world application of knowledge. However, there tend to be few cross-curricular links made in science lessons.
- A structured review process is in place, with the curriculum committee evaluating and revising schemes of work at the beginning of each academic year. Feedback from teachers, students, and parents is incorporated into the planning process to address any identified gaps. Review and development is done at a micro level, with each subject and class teacher participating in the review process and suggesting the content to be reviewed or revised at the beginning of the academic year. This helps the school in choosing appropriate publications and workbooks. However, little focus is placed on ensuring that the taught curriculum always matches the needs of all groups of students, especially the lower-attainers, higher-attainers, and gifted and talented students.

Next Steps:

1. Ensure the taught curriculum consistently incorporates cross-curricular links in science.

2. Ensure the curriculum includes planned activities that match the needs of all groups of students, particularly for the lower-attaining, higher-attaining students and the gifted and talented students.

Curriculum adaptation

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

Findings:

- The school's curriculum team generally follows a suitable approach towards modifying the curriculum to meet the diverse needs of students. Diagnostic tests conducted at the beginning of the year are used to help with these modifications. For example, this information helps with the provision of individualized education plans (IEPs) for students with additional learning needs, including students of determination and with designing specialized (flipped) lessons for gifted and talented students. The curriculum planning starts in December, organizing the year into three terms. While many suitable modifications are made to help the curriculum meet the needs of most students, these modifications are inadequate in fully meeting the needs of all learners consistently across the grades and subjects. There remains much scope for developing the modifications of the taught curriculum to better fit work to the needs of lower and higher-attaining students and gifted and talented students.
- The curriculum is suitably designed and modified to engage and interest the majority of students. Overall, the taught curriculum is insufficiently modified to ensure that opportunities for students to develop their enterprise and innovation skills are provided on a fully regular basis in lessons of the different subjects. Students participate in a range of internal and external events, science exhibitions, and competitions that call for innovative ideas. However, these are limited. The school's list of extracurricular activities is designed at the beginning of the academic year to ensure the academic and personal needs of all students are met. However, there remains scope for expanding this provision to provide even more widely for students' academic and personal interests.
- A suitable range of activities are organized within the curriculum provision, and modifications are made to ensure that students are involved in an appropriate range of activities in different subjects and activities to broaden their understanding of the UAE culture and society. The school's commitment to social contribution is evident through various student activities designed to foster community engagement and social awareness. During Ramadan, charity drives are organized to support those in need.

Next Steps:

1. Ensure that the curriculum is fully modified to consistently match work to the needs of different groups of learners, especially lower-attainers, higher-attainers, and gifted and talented students.
2. Ensure the curriculum provision is fully adapted to ensure there is a sufficient range of opportunities for students to develop their innovation and enterprise skills.
3. Develop and broaden the range of extracurricular activities to meet the students' needs and interests.

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	Good	Good	Good	Good

Findings:

- Procedures for ensuring child protection and safeguarding students throughout the school are effective. The school's child protection policy is included in each student's diary, signed by parents and students, and staff receive training at the start of the year or upon joining. However, the designated safeguarding lead and senior staff have not received additional training or a recognized qualification.
- The school site provides a safe, clean, and hygienic environment where students can learn and staff can work. The school conducts regular and thorough checks, which are recorded, and any potential risks or repairs required are noted and addressed the same day. Despite minor gaps during lesson transitions, the Executive Health and Safety Committee prioritizes safety, with very effective supervision and transport arrangements.
- The well-maintained school ensures student safety through secure, accurate, and detailed record-keeping by the OHS (Occupational Health and Safety) team and clinic, effective coordination with the school nurse, and systematic fire drills conducted with Civil Defense support.
- The school's well-maintained premises and clean, organized classrooms provide a safe and inclusive physical environment that meets students' needs. While ramps support mobility access, they may pose challenges for independent use, particularly when accessing the clinic. Recent upgrades, including a new astro turf pitch, enhanced outdoor spaces, and play areas, are safe and encourage student interaction.
- The school systematically promotes safe and healthy living through a comprehensive approach embedded in most aspects of school life. This includes encouraging nutritious meals, prohibiting unhealthy food sales, integrating healthy lifestyle education into the curriculum, and motivating students to participate in sports clubs, with covered play areas ensuring sun protection. However, there is room to deepen students' understanding of maintaining a healthy lifestyle.

Next Steps:

1. Ensure staff involved in student safeguarding receive formal training and a recognized child protection

qualification.

2. Improve access arrangements for individuals requiring wheelchair access to facilitate the movement on ramps.
3. Develop teachers' transition arrangements to ensure continuous supervision of students.

Care and support

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

Findings:

- Relationships within the school are courteous, with students demonstrating respect and positive behavior. Leaders and teachers maintain high expectations for student conduct, which are adequately understood and followed. The systems and procedures in place adequately manage any instances of poor behavior.
- The system for managing punctuality is adequate, with attendance and punctuality recorded systematically. Persistent lateness and absence are not evident. However, there is still room to strengthen attendance procedures to ensure consistent attendance by all students.
- The school has adequate processes to identify students with additional learning needs, including students of determination and those gifted and talented. While few students of determination have clinical diagnoses, the school maintains records to closely monitor their needs. All identified students have an individual education plan (IEP), which is reviewed termly. However, there is potential to monitor IEPs more frequently to assess if new goals are needed or if adjustments should be made to existing ones.
- The school provides appropriate support for students of determination, with teachers using IEPs to differentiate activities based on individual needs. However, determination students are not fully identified in KG, and their progress varies, with stronger performance in Arabic-medium subjects. The majority of students, including those who are gifted and talented, make adequate academic and personal progress.
- The social worker provides appropriate support and guidance to students regarding personal development and well-being, monitoring progress at intervals. A key role is played in career guidance, with Grade 7 students supported through informal discussions with Grade 12 peers about subject options. Careers fairs and university visits further assist in guiding students' choices. Personal support has an impact on 98% of students progressing to university.

Next Steps:

1. Monitor students of determination's progress against their IEPs more frequently to adjust goals as needed.
2. Strengthen systems to ensure that gifted and talented students consistently receive appropriately challenging work in their lessons.
3. Improve the attendance rates to be at least at a good level.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good

Findings:

- The senior leadership team has established a clear strategic direction, driving a vision for students to receive the education they need for success. This vision is effectively communicated to the school community, including parents, students, and staff. The school’s vision and mission statements are prominently displayed throughout the premises, and staff members are well-aware of their responsibilities in achieving this vision. Leaders at all levels are strongly committed to the UAE’s national priorities, including sustainability, tolerance, and inclusion.
- Senior leaders possess a secure understanding of best practices in teaching, learning, and assessment. Middle leaders, however, are still developing their expertise in these areas, partly due to recent leadership changes. Senior leaders acknowledge the importance of using assessment information more effectively to plan purposeful lessons, and efforts are made to enhance students' achievements by monitoring their learning needs. While the school fosters an inclusive learning culture, there is potential for more comprehensive strategies to better accommodate the diverse needs of all students.
- Effective and professional relationships are clearly evident across the school. Communication is strong. The acting principal appropriately delegates leadership responsibilities, ensuring students receive the appropriate care and support they need. Leaders ensure that all staff have clearly identified roles and responsibilities. Morale across the school is positive.
- The acting principal and her staff know what the school needs to do to improve. Leaders are aware of the importance of upskilling middle leaders to enable them to evaluate the quality of teaching and learning more accurately. They know that assessment must be more rigorous to ensure that teachers can build on the knowledge and skills of students as they move through the school. Leaders have the capacity to improve the school further.
- Leaders have successfully held staff accountable through regular analysis of student performance and teacher monitoring data, which are consistently used to inform planning and teaching. While leaders have improved certain aspects of the school’s performance, such as governance, recent leadership changes have slowed the pace of improvement. Despite these challenges, they have successfully maintained the school’s overall performance and ensured compliance with statutory requirements.

Next Steps:

1. Ensure that middle leaders receive appropriate professional development to enable them to monitor teaching and learning effectively.
2. Enhance the rigor of assessment practices to ensure teachers can accurately track and build on students' knowledge and skills as they progress through the school.
3. Develop more comprehensive strategies to address the diverse needs of all students, ensuring purposeful lessons and consistent progress across the school.

School self-evaluation and improvement planning

Performance Indicator	Quality judgement
School self-evaluation and improvement planning	Acceptable ↓

Findings:

- The school takes a systematic approach to self-evaluation using a range of sources and involves all staff in the process. The views of parents are taken into consideration. The Self-Evaluation Form (SEF) incorporates both internal and external data; however, leaders occasionally overlook less favorable data, leading to some overly generous judgments that are not fully aligned with the UAE inspection framework. Leaders recognize these discrepancies and are aware of the specific areas requiring improvement, particularly the effective use of assessment.
- Teaching and learning are monitored twice each term by senior and middle leaders. Teachers receive constructive, written feedback mainly focused on students' outcomes. Leaders check planning and students' work. Leaders are a constant, visible presence around the school, enabling them to form a view of classroom practice daily. The lesson observation forms are broadly aligned to the UAE inspection framework. The leadership changes have slowed the impact of monitoring and professional development on improving students' outcomes.
- The school improvement plan 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 dates for review. However, the improvement plan lacks a robust linkage of success criteria to students' outcomes.
- The school has continued to show sustained improvement over time in addressing many areas and implemented several recommendations from the previous inspection report. However, due to leadership changes, the full impact on students' achievements has yet to be realized. The school's leadership has recently been particularly successful in improving governance and promoting students' understanding of national identity and sustainability. They have successfully maintained the school's overall level of performance.

Next Steps:

1. Ensure that school leaders make full and accurate use of all assessment data to inform the school self-evaluation process.
2. Use the school self-evaluation effectively to guide the school improvement plan.
3. Ensure that the school improvement plan contains clear success criteria linked to the improvement targeted for students' achievement in different subjects.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

- The school actively involves parents to ensure that they gain a clear understanding of their children's education. Parents are regularly invited to attend meetings with leaders and staff and to participate in parent council meetings, which fosters a positive and collaborative partnership between the school and families. Additionally, parents are given opportunities to provide valuable suggestions and feedback during meetings with leaders, to participate in short surveys, and in parent-teacher meetings, ensuring their voices are heard and considered in the decision-making process. The parents' council plays an active role in soliciting the views of other parents, which contributes to improving the school's processes and systems. Parents also use the social gatherings of the Malayalam community to discuss school activities and feedback. However, there remains the opportunity for parents to be involved to a greater extent in supporting students' learning activities at school.
- The school's communication strategies are robust and multifaceted, ensuring that parents and guardians are well-informed and engaged. Communication is facilitated through various channels, including emails, meetings with leaders, an online portal, and SMS texts, which provide flexibility and convenience for families. This comprehensive approach ensures that important information is accessible and timely. The school's commitment to effective communication is evident in its efforts to keep parents informed about school events, policies, and updates, thereby enhancing the overall educational experience for students. The parents of students with additional learning needs, including students of determination, receive focused communication from the Department of Inclusion in addition to the schools' regular communication systems.
- The school's reporting system offers regular and detailed updates on students' progress, participation in activities, and overall well-being, ensuring a holistic understanding of each student's experience. This consistent reporting keeps parents informed and enables them to actively participate in their children's educational journey. Parents also receive feedback about their children's strengths and areas for improvement during the parent-teacher meetings after every periodic test and summative assessment.
- The school informs parents of all the social activities and external events through regular communication channels. Students participating in competitions are informed in advance to ensure they are well prepared. The school has developed a range of links with a range of organizations. However, overall, only a limited range of connections are made with international communities or organizations. Additionally, the school does not yet involve students across the school in campaigns promoting social contributions.

Next Steps:

1. Increase the opportunities for parents to become involved in supporting students' learning activities during the school day.
2. Increase the school's involvement in making social contributions to the local community.
3. Develop a wider range of school connections with international organizations and communities.

Performance Indicator	Quality judgement
Governance	Good 

Findings:

- The governing board comprises representing various stakeholders. While no students are included on the board, the members meet regularly to conduct interviews and address operational tasks. Decision-making is guided by the school improvement plan. Parents' feedback is gathered through online surveys, while teachers' feedback is collected during regular meetings with subject heads and the principal. Additionally, the students' council plays an active role in providing suggestions and ideas to the principal and teachers.
- Governors monitor the school's activities through discussions with the principal, section heads, and feedback from students and parents. The school's performance is closely monitored through internal assessment results and results of international benchmark tests such as PISA, TIMMS, and PIRLS. However, they have less insight into students' daily achievements. The governors also consider suggestions and complaints from the students' council and parents through a suggestion box. Governors hold senior leaders accountable for students' achievement and the overall school performance by participating in reviewing examination results, analyzing assessment data, and international benchmarks test results. The school has a sound performance management system, and the teachers are appraised every year based on the parameters set by the school.
- Governors are actively involved in addressing staffing needs, considering recruitment policies, ADEK requirements, CBSE standards, and efforts to include Emirati teachers, as guided by the MoE. Governors are aware of the significant costs associated with the structural repairs needed for two of the main buildings.

Next Steps:

1. Provide opportunities for student representatives to be part of the governing body.
2. Ensure that governors actively participate with leaders in the school self-evaluation as well as the school improvement plan.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the day to-day management of the school are well organized, positively impacting students' achievements. The school's procedures and routines are effective and efficient. As a result, the school environment is inviting and purposeful for all stakeholders. The lesson timetable is organized to ensure the school day adds value to the learning and development of students.
- The school is well staffed to align with the vision and mission of the school. Most staff members are suitably qualified and benefit from regular professional development that is matched to the school's priorities. All staff are suitably deployed. However, further efforts are needed to ensure all teachers and teaching assistants have the necessary skills to support lower-attaining, higher-attaining, and gifted and talented students, enabling them to reach their full potential.
- The premises are well designed, with specialist facilities that allow access for all. Most learning areas, including technology facilities, are of high quality, and are used regularly to promote students' achievements. The environment supports teaching and learning.
- The school has equipped all classrooms in Phase 4 with interactive whiteboards and all classrooms across all Phases are provided with data projectors. Specialist facilities include a hall for PE, a learning resource room and a learning intervention room. The school has recently provided the playground with new turf and a wide running track to encourage physical activity and support collaborative play. Resources are sufficient to support adequate teaching and learning. The school's resources adequately support curriculum delivery. However, there is a lack of subject-specific resources to support investigations and hands-on learning, particularly for younger learners. Resources for students with additional learning needs, including students of determination, are adequate.

Next Steps:

1. Increase the range of practical hands-on resources to support students' investigative work, particularly in the lower phases.
2. Further enhance continuous professional development programs that equip teachers and teaching assistants with the skills required to fully cater for the needs of lower-attaining, higher attaining and gifted and talented students.
3. Consider the possibilities of equipping all classes with interactive whiteboards.

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