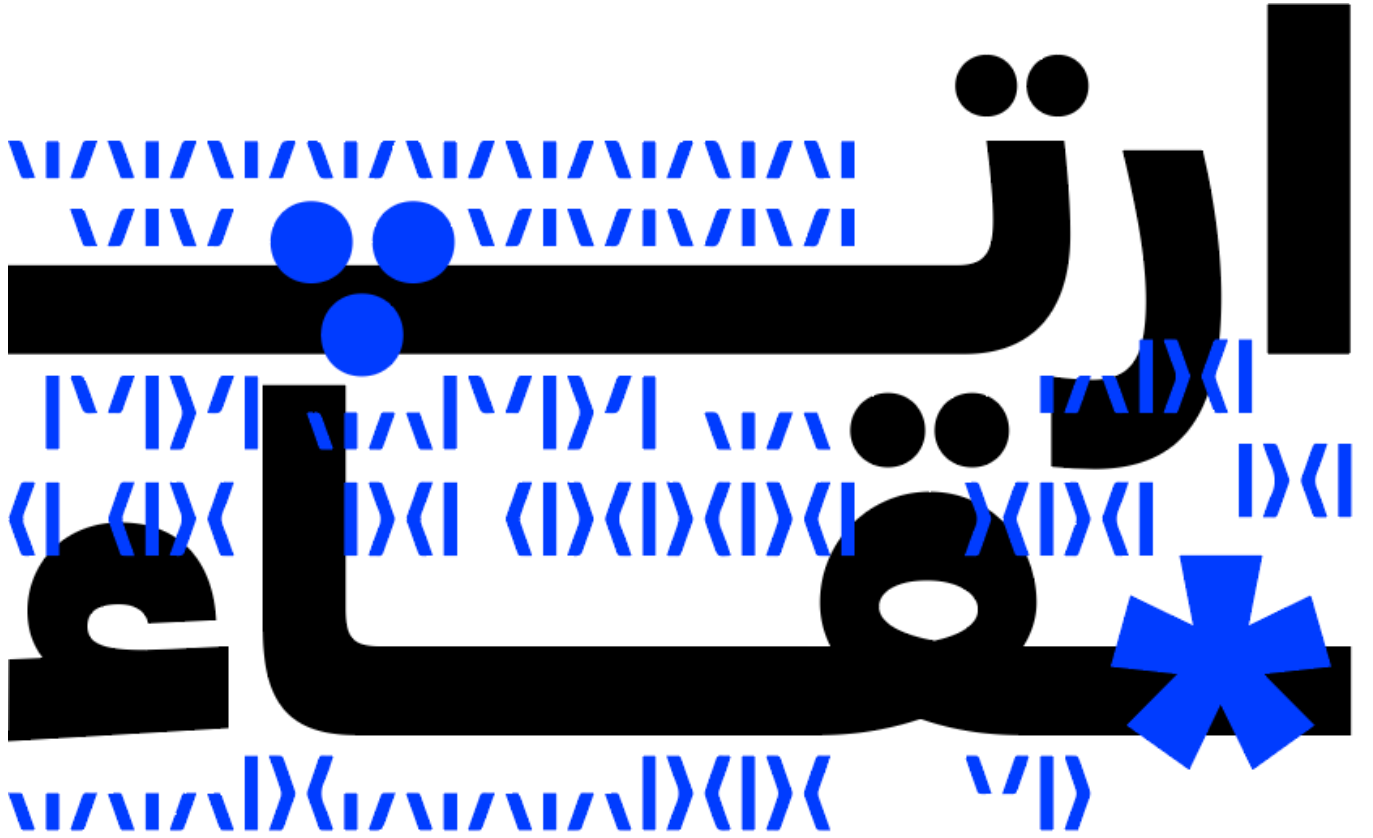




Irtiqa'a School Inspection

AY 2024/25

International Indian School

Rating: Good

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School Information

General Information		
	Name	International Indian School
	Esis Number	9277
	Location	58, Al Waqar St, Bani Yas, Abu Dhabi, 20657
	Website	http://www.iischoolabudhabi.com
	Telephone	025854499
	Principal	BENO PAPPACHEN KURIEN
	Inspection Dates	21 to 24 Oct 2024
	Curriculum	CBSE

Information On Students

Cycles	Cycle 1 - Cycle 2 - KG
Number of students on roll	1700
Number of Emirati students	0
Number of students of determination	28
Largest nationality group of students	India - Pakistan - Egypt

Information On Teachers

Number of teachers	111
Nationalities	Philippines - India - Egypt
Number of teaching assistants	2

Changes since the previous inspection

- Since the last inspection, the school has maintained its overall performance rating of good.
- Achievement in Arabic-medium subjects has notably improved, largely due to the implementation of refined teaching practices and more focused, effective learning strategies. Specifically, attainment in Arabic, both as a first and second language, as well as in Islamic education, has improved from acceptable to good across all phases. Attainment of students in Phase 4 in Islamic education has demonstrated exceptional improvement, advancing from acceptable to very good. This improvement reflects a large majority of students now consistently performing above the expected curriculum standards, showcasing their improved knowledge and understanding.
- Overall, progress in these subjects has shown improvement, though with some variation across phases. In Phase 1, progress in Arabic, both as a first and second language, as well as in Islamic education and social studies has been rated as very good. In Phases 2 and 3, progress in Arabic as a first language has improved from acceptable to good. In Phase 3, progress in Arabic as a second language has also improved from acceptable to good, while in Phase 2, it has notably increased from acceptable to very good. Achievement in social studies has maintained a good rating across Phases 2, 3, and 4. In Islamic education, achievement has progressed from acceptable to good in Phases 2 and 3, and to very good in Phase 4.

- Achievement in English phase 1, mathematics and science phases 3 and 4 has remained at good, while in phase 2 across all the three subjects has improved from good to very good. The primary reason for this improvement is the implementation of more effective teaching strategies that address individual needs.
- In English, attainment levels in phases 2, 3 and 4 have improved from good to very good, while progress has remained steady at good in phases 3 and 4 and improved to very good in phase 2. In mathematics and science, attainment in phase 1 has consistently remained at good, while progress has improved from good to very good.
- Students' learning skills have improved from good to very good in phases 1 and 2 and remained good in phases 3 and 4.
- In the previous inspection, Performance Standard 2, focusing on students' personal and social development and their innovation skills, was not reported on. In the current evaluation, students' personal development is rated as very good across phases 1, 3 and 4 largely attributed to their positive attitudes and behavior. However, students' understanding of Islamic values and awareness of Emirati and global cultures are rated as acceptable, while their social responsibility and innovation skills are rated as good. Although students' social responsibility and innovation skills was not reported on in the previous inspection, it is now rated as good across all phases.
- Teaching in phases 1 and 2 have improved to very good and have remained good in phases 3 and 4. This is driven by more effectively differentiated instruction that engages a higher proportion of students in higher-level thinking tasks. Assessment has remained good across all phases, but has not improved primarily due to internal assessments not being closely linked to the licensed curriculum standards, across subjects and phases of the school.
- Curriculum design and curriculum adaptation were not reported on in the previous inspection, both indicators are now judged as acceptable across all phases.
- Health and safety, including arrangements for child protection and safeguarding, remains very good. However, care and support for students has declined from very good to good across all phases. This decline is primarily due to the school's lack of in-school support services (ISSS) for students with additional learning needs, including students of determination.
- The effectiveness of leadership, guided by the dynamic principal, remains robust, driven by a strategic vision that fosters a collaborative leadership team. Under the principal's direction, the team takes purposeful actions that empower middle leaders, enabling them to gain valuable experience and confidence in their clearly defined roles, which are closely aligned with the school's priorities. Self-evaluation and improvement planning remain good and support the school's continuous growth. Partnerships with parents and the community has regressed from very good to good. Governance remains good, although they positively influence the school, they inconsistently respond to the needs of the school in a timely manner. Management, facilities, and resources remain good.

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

The school has benchmarked students' reading levels against international standards through participation in PIRLS (Progress in International Reading Literacy Study) 2021 assessment. The school has also participated in the TIMSS (Trends in International Mathematics and Science Study) 2023 assessment. While awaiting the TIMSS results, school leaders are committed to aligning school outcomes with the UAE National Agenda. This dedication is evident in initiatives such as the STEP, DEAR, and scatterplot programs, all aimed at enhancing student outcomes.

Leaders at all levels set ambitious goals to exceed international benchmarks in PIRLS, PISA and TIMSS. To meet these targets, teachers have refined their lesson plans to use questioning techniques and classroom activities to foster greater familiarity with test questions and style. However, a higher focus is needed on improving students' understanding, application and analytical skills, particularly in relation to content that closely links to curriculum learning standards that align with international benchmarks. Technology integration is a pivotal aspect of the school's approach, as students use digital resources that provide instant feedback for mathematical operations and scientific exercises. In English, although regular reading and vocabulary development are emphasized to boost literacy and fluency, more student agency is required to promote their research and reading comprehension skills.

Throughout lessons, although teachers continuously assess student progress, they inconsistently encourage self-evaluation that promotes greater mastery and confidence amongst students to ensure high-quality outcomes. They provide valuable guidance to parents on supporting their children's academic growth, offering insights into reading strategies, preparation for future assessments and the productive use of home learning. This collaborative approach between teachers, students, and parents fosters a robust learning environment focused on sustained academic excellence. The school has recently held reading workshops to try and cultivate a love for reading and strengthen comprehension skills to support students in PIRLS.

Performance in standardized and international assessments

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

Standardized Assessments

- Students' performance in Arabic is benchmarked against the ACER IBT (International Benchmark Test) standardized assessment in grades 3 to 9. The results of the AY2023/24 ACER IBT indicate that most students in phases 2, 3, and 4 attain outstanding results.
- Students in grades 3 to 9 also participated in the Ei-ASSET (Assessment of Scholastic Skills through Educational Testing) standardized assessment in 2023/2024. Outcomes indicate that phase 2 students attain outstanding results across all three subjects: English, mathematics, and science. In phase 3, attainment is outstanding for science, very good for English, and weak for mathematics. Whereas, in phase 4, grade 9 students attain very good results in science, good results in English, and acceptable results in mathematics. With no students in grade 12 in the AY 2023/24, only grade 10 students sat for the CBSE assessments. Results indicate outstanding attainment in English, very good attainment in mathematics, and acceptable attainment in science.

International Assessments: TIMSS, PISA, PIRLS

- Results for Progress in International Reading Literacy Study (PIRLS) 2021 indicate that grade 4 students attained an overall score of 570, which is in the high international benchmark.
- The school participated in the most recent TIMSS assessment in 2023 and awaits the results.

Reading

The school has a well-stocked library serving both the English and Arabic curricula. It is adequately stocked with age-appropriate fiction and non-fiction materials in English, but it has only 271 books in Arabic. The variety of books is appropriate for all grades from 1 to 12. Books are organized for easy student access, and one section is dedicated for phases 1 and 2. The room is equipped with tables and chairs for study and some limited reading space. Students in Phases 1 – 4 have library access through weekly time-tabled lessons. There are two librarians, one supporting the early years and the other for the upper phases. Both are knowledgeable and experienced in supporting and guiding their respective students' age groups.

Since the previous inspection, the school has focused more on improving reading skills. Diagnostic and baseline tests are carried out at the beginning of each academic year. Regular reading comprehension tests identify students in lower phases as 'Beginning, Developing, or Advanced' readers. Often, during library lessons, the teacher supports developing readers while the librarian focuses on the other two groups. Beginning readers may have two or three sentences or simple paragraphs. Advanced readers are given more complex comprehension exercises to determine their reading comprehension level.

Students are encouraged to read in classrooms with reading corners, and reading time is allocated regularly when they are encouraged to Drop Everything and Read (DEAR). Reading is also encouraged through wall displays around the school.

In phase 1, reading skills are assessed through phonics screening tests and then addressed through the systematic teaching of phonics and guided reading. Phonics are addressed in both English and Arabic literacy lessons. Heads of Departments benchmark with other schools to assess reading levels in the upper phases. Towards the end of the year, staff are trained by external speakers, who share teaching strategies to improve students' reading and comprehension skills.

Students in Phases 3 and 4, browse the shelves for themselves. They prepare book reviews, read aloud, talk about their books and characters, and engage in book discussions.

Cross-departmental integration of reading involves a combination of library lessons and contextual reading during lessons across subjects. English classes incorporate fiction, while other departments refer to newspapers to engage with current affairs. The Inclusion team works closely with the librarians. Special days are celebrated, including 'World Book Day' and 'Authors' Day'. The school's annual plan includes the integration of technology to support students' independent research. There are several online reading platforms used, so it is intended to equip the library with tablets or laptops as of the beginning of the next academic year. Reading programs used include MS-Teams, Readworks, Epic and Twinkl, with Kutubee for Arabic readers. All these programs are accessible at home as well as in school and parents are encouraged to engage with their children to promote reading at home.

Strengths of the school

- Students' attainment in Arabic as a first and second language, Islamic education, and UAE social studies has shown notable progress across all phases. Students' attainment and progress has notably improved in English medium subjects, particularly in phase 2.
- Students are sensitive to the needs and differences of others, which contributes to the strong staff student relationships and the overall sense of belonging that permeates the school.
- Students in phases 1 and 2 demonstrate effective use of learning skills actively in lessons and applying knowledge meaningfully. Students have a well-developed understanding of both their own and other world cultures, promoting a global understanding within the school community.
- Teachers implement secure subject knowledge and understanding of how students learn, particularly in English, mathematics and science.
- Teaching in phases 1 and 2 is effective, supporting the establishment of a strong foundation for learning.
- Students are actively engaged in social, environmental and entrepreneurial activities, fostering a sense of responsibility and real-world experience.
- The school ensures a safe learning environment for all individuals through regular oversight of the indoor grounds and buildings. The dynamic Principal and cohesive leadership team create a culture that empowers teams and individuals to ensure alignment with the school's priorities.
- The school has established multiple communication means supporting partnership with parents and involving them in their children's education.

Key Recommendations

1. Improve teaching, assessment and the curriculum to become at least very good by:

- fostering students' critical thinking skills across all phases and subjects to strengthen analytical and problem-solving abilities.
- expanding opportunities for students to practice extended writing, encouraging them to express their ideas using a broader vocabulary in both English and Arabic languages.
- elevating personalized teaching methods that cultivate student agency, research and ownership of learning.
- consistently providing constructive written feedback, including next steps for improvement, particularly in English and Arabic writing.
- ensuring data tracking is precise and clearly aligned with licensed curriculum standards to optimize teaching and maximize student outcomes.
- adapting the curriculum to balance building upon students' existing knowledge and developing skills, particularly in Arabic-medium subjects.
- increasing opportunities for students to engage in extra-curricular learning beyond school hours, supporting holistic development.

2. Improve aspects of leadership to raise effectiveness to at least a very good level by:

- enhancing the systems and processes to improve students' attendance. • ensuring engagement of all stakeholders in developing the school self-evaluation in line with the UAE inspection framework.
- elevating the accuracy and validity of data used for the self-evaluation (SEF) and school improvement planning (SIP) to support effective strategic direction and impactful initiatives.
- improving the processes of identifying and supporting students with additional learning needs, including students of determination, as well as those with gifts and/or talents.
- further empower middle leaders through relevant and impactful professional development opportunities, guided by accurate and reliable performance management tracking aligned with the licensed curriculum standards as well as their personal development outcomes.
- allocating sufficient senior leaders to meet the needs of the school, enhancing support for student success.

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	Good ↑	Good ↑	Very Good ↑
Arabic as a first language	Attainment	Good	Good ↑	Good ↑	Not Applicable
	Progress	Very Good	Good ↑	Good ↑	Not Applicable
Arabic as a second language	Attainment	Good	Good ↑	Good ↑	Good ↑
	Progress	Very Good	Very Good ↑	Good ↑	Good ↑
UAE Social Studies	Attainment	Very Good	Good	Good	Good
	Progress	Very Good	Good	Good	Good
English	Attainment	Good	Very Good ↑	Very Good ↑	Very Good ↑
	Progress	Good	Very Good ↑	Good	Good
Mathematics	Attainment	Good	Very Good ↑	Good	Good
	Progress	Very Good ↑	Very Good ↑	Good	Good
Science	Attainment	Good	Very Good ↑	Good	Good
	Progress	Very Good ↑	Very Good ↑	Good	Good
Learning Skills		Very Good ↑	Very Good ↑	Good	Good

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Very Good	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	Very Good 	Very Good 	Good	Good
Assessment	Good	Good	Good	Good

PS4: Curriculum

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

PS6: Leadership and Management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
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	Good	Good ↑	Good ↑	Very Good ↑
	Progress	Very Good	Good ↑	Good ↑	Very Good ↑

Findings:

- The school’s analysis of internal assessment data at the end of AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in phase 1 and a large majority of students in phases 2, 3, and 4 attain levels above 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 Islamic Education across all phases. The school did not have the MoE national exam for Grade 12 at the end of the AY 2023/24 as it had no students enrolled in Grade 12 yet.
- In lessons and their recent work, the majority of students in phases 1, 2, and 3 demonstrate knowledge, skills, and understanding that are above the curriculum standards, while a large majority of students attain above in phase 4.
- Over the last three years, the school's internal assessment data indicates consistently outstanding attainment in phase 1 and very good attainment in phase 2, It also indicates an improving trend in attainment in phases 3 and 4.
- The school’s analysis of internal assessment data indicates that most students in phase 1 and large majority of students in phases 2, 3 and 4 make better than expected progress over time and from their starting point at the beginning of the academic year.
- In lessons and students' work in phases 1, 2, and 3, the majority of students make better than expected progress against learning objectives aligned to curriculum standards, while in phase 4, a large majority of

students make better than expected progress.

- The school's analysis of progress data indicates that boys and girls make similar progress in phases 1 and 2, while boys make slightly better progress in phases 3 and 4 than girls. Most of the girls and boys in Phase 1, low attainers in Phase 4, high attainers in Phases 1 and 3, and gifted talented students in Phases 1 and 2 make better than the expected progress. A large majority of boys in Phases 2, 3, and 4, girls in Phase 2, high attainers, and students of determination in Phase 2, gifted and talented in Phase 3, make better than the expected progress. Data also indicates that most phase 1 students of determination make expected progress. In lessons, there are no significant differences between the attainment boys and girls make across all phases. Higher-attaining students and those who are gifted and talented make better progress than other groups. Lower-attaining students receive limited support and make less than expected progress across all phases. Students of determination do not always make the progress they are capable of.

Next Steps:

1. Improve students' Quran recitation skills with the correct application of Tajweed rules in phases 2 and 3.
2. Deepen students' knowledge of Hadeeth in phase 4.
3. Improve the progress of students with additional learning needs including students of determination in internal assessments in Phase 1.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a first language	Attainment	Good	Good ↑	Good ↑	Not Applicable
	Progress	Very Good	Good ↑	Good ↑	Not Applicable

Findings:

- The school's analysis of internal assessment data at the end of AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in phase 1 and large majority of students in phases 2 and 3 attain levels above 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 to benchmark students' outcomes in phase 1.
- In lessons and their recent work, the majority of students in all grades attain levels above curriculum standards.
- Students' reading comprehension skills in Phases 2 and 3 including their ability to interpret contextual information and draw conclusions can further develop. Across all phases students need further practice in refining their extended writing skills as well as their vocabulary use.
- Over the last three years, the school's internal assessment data consistently shows that most students in phase 1 and large majority of students in phases 2 and 3 attain above curriculum standards. Attainment demonstrates downward trends from 2021 to 2022 in phase 3. In the external International Benchmark Assessment (IBT) over the past three years, students' results indicate consistently outstanding attainment.
- The school's analysis of internal assessment data indicates that most students in phase 1, large majority of students in phase 2 and majority of students in phase 3 make better than expected progress over time and from their starting point at the beginning of the academic year.
- In lessons and students' work, a large majority of students in phase 1 and the majority of students in Phases 2 and 3 make the expected progress against learning objectives aligned to curriculum standards.

- Boys and girls make similar progress in phases 1 and 2, while in phase 3, girls make better progress than boys. Data indicates that most girls in phases 1 and 3, high attainers and students of determination in phases 1 make better than expected progress. A large majority of boys in phases 1 and 2, girls in phase 2, and students of determination in phase 2 make better than expected progress. Majority of boys in phase 3 and high attainers in phase 2 make better than expected progress. High attainers make better progress than low attainers in phase 2. However, the school does not analyze data to show the progress of low attainers in phases 1 and 3. In lessons and in students work, boys and girls make similar progress across all phases. Lower-attaining students receive limited support and make less than expected progress. Higher attaining students do not always make the progress they are capable of.

Next Steps:

1. Improve students' reading comprehension skills including their ability to interpret contextual information and draw conclusions, especially in phases 2 and 3.
2. Provide more opportunities for students to engage in extended writing and encourage the use of more purposeful vocabulary.
3. Improve the progress of low attainers in Phase 2 and the progress of high attainers in Phase 3 in internal assessments.

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 ↑	Good ↑

Findings:

- The school’s analysis of internal assessment data at the end of AY2023/24 against expectations per year group indicates that most students in phases 1, the large majority of students in Phase 2, and the majority of students in Phase 3 in addition to the majority of students in grade 9 in phase 4 attain levels above expectations. 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 phase 1. The school has administered the International Benchmark test (IBT) during the first term of the AY2023/2024 to benchmark students’ attainment in grades 4 to 9. Students’ IBT results indicate outstanding attainment across all phases.
- In lessons and their recent work, the majority of students across all phases demonstrate listening, speaking, and reading skills levels above curriculum expectations. However, most students who have been learning ASL for more than two years can comprehend short narratives in standard Arabic and identify their overall meaning. Students across all phases cannot yet read texts fluently. They demonstrate an understanding of simple texts at their grade level but cannot yet speak and write at length using a wide range of vocabulary.
- Over the last three years, the school's internal assessment data indicates that the large majority of students in phases 1 and 2, in addition to the majority of students in phase 3, have consistently attained above curriculum expectations, while in grade 9, most students have consistently attained in line with curriculum expectations. Attainment also demonstrates downward trends from 2021 to 2024 in phase 2 and fluctuating trends across other phases. In the external international Benchmark Test (IBT), the attainment of most students has been consistently above national and international standards over the last three years.
- The school’s analysis of internal assessment data indicates that most students in Phase 1, the large majority of students in Phase 2, and the majority of students in Phase 3 in addition to the majority of students in grade 9 in Phase 4 make better than expected progress over time and from their starting points at the beginning of the academic year across all phases.
- In lessons and students' work, the large majority of students in Phases 1 and 2 and the majority of students in Phases 3 and 4 make better than the expected progress against learning objectives aligned to curriculum standards.
- The school’s analysis of progress data indicates that boys and girls make similar progress in phases 2, 3, and 4, while in phase 1, girls make better progress than boys. Most girls in phase 1, low attainers in phase 4, and gifted and talented students in phase 2 make better than expected progress from their starting point.
- A large majority of boys and girls in Phase 2 and students of determination in Phases 1 and 2, the highly able students in Phase 1, and gifted and talented students in Phase 1 make better progress than other groups.

The majority of boys, girls, and students of determination in phase 3 and low attainers in phases 1 and 2 make better than expected progress, while most low attainers and gifted talented in phase 3 make the expected progress.

- There are no identified gifted and talented students in Arabic as a second language (AsL) across all phases. In lessons and in students' work, boys and girls make similar progress across all phases. Students with additional learning needs, including students of determination, make the expected progress toward their targets. Lower-attaining students receive limited support and make less than-expected progress. Higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Improve reading fluency across all phases with correct pronunciation and intonation.
2. Enhance speaking skills across all phases with a wider range of vocabulary.
3. Promote writing skills across all phases with correct use and application of spelling and grammar rules.
4. Improve the progress of low attaining students and the gifted and talented students in phase 3 in internal assessments.

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	Good	Good	Good
	Progress	Very Good	Good	Good	Good

Findings:

- The school's analysis of internal assessment data at the end of AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in phase 1, the large majority of students in phase 3, and the majority of students in phases 2 and 4 attain levels above curriculum standards. This high level of attainment does not align with inspection findings. In phases 2 and 4, the majority of students attain levels above curriculum standards.
- There are no external, national, or international social studies assessments for these phases.
- In lessons and their recent work, the majority of students in phase 1 and the majority in all other phases attain levels above curriculum standards.
- Over the past three years, the school's data suggests that most students have consistently attained levels above curriculum standards in phase 1. The massive growth in the student population over the past three years shows inconsistent attainment levels in phases 2, 3 and 4. Data shows slight regression from very good to good in phases 2 and 4 in the last year and remained consistently outstanding in phase 1 and consistently very good in phase 3 for the last two years.
- The tracking and analysis of the school's internal progress data indicates that most students in phase 1, a large majority in phase 2, and the majority of students in phases 3 and 4 make better than expected progress over time and from their starting points.
- In lessons and students' work, the large majority of students in Phase 1 and the majority of students in Phases 2,3, and 4 make better than expected progress when differentiating between man-made and natural resources. In phase 2, students make better than expected progress against learning objectives aligned to curriculum standards.
- The school's assessment data indicates that boys and girls in all phases make similar progress except for Phase 2, where girls do better than boys. Most of the boys, high and low attainers in phase 1, girls, and gifted talented students in phases 1 and 2 make better than expected progress. A large majority of the boys in phases 2 and 3, high attainers in phases 2,3, and 4, students of determination in phases 1 and 2, and gifted

talented students in phase 3 make better than expected progress. The majority of boys and girls in Phase 4 and low attainers in Phase 2 make better than the expected progress, while most low attainers in phases 3 and 4 make the expected progress.

- In a few lessons, high attainers make slower progress than the rest of the other groups because the challenge provided is not sufficiently challenging.

Next Steps:

1. Improve the progress of low attainers in phases 3 and 4 in internal assessments.
2. Ensure high attainers are always sufficiently challenged in lessons.

English

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data at the end of AY2023/24 against the Central Board of Secondary Education (CBSE) curriculum standards for English indicates that the large majority of students in phases 1, 2 and 3 attain levels that are above curriculum standards. However, the majority of students in phase 4 attain levels above the curriculum standards. While these levels of attainment do not align with the levels of students' knowledge, skills, and understanding observed in lessons in phases 1 and 4, they do align in phases 2 and 3.
- In the AY2023/24 external ASSET for English, most students in Phase 2, the large majority in Phase 3 and the majority in Phase 4 attain levels that are above national and international standards. Most grade 10 students in phase 4 attain levels that are above curriculum standards on the CBSE Board examinations. In 2021, the International Indian School participated in the Progress in International Reading Literacy Study (PIRLS) and scored 570, categorizing its performance at the High International Benchmark level. The school has no external national or international assessments for phase 1.
- In lessons and in their recent work, the majority of phase 1 students and the large majority of phases 2, 3, and 4 students demonstrate knowledge, skills, and understanding that are above the CBSE curriculum standards. Students' reading comprehension and verbal expression, particularly in phase 1 and the upper grades of phase 2 can further develop. In phases 3 and 4, students' extended writing and public speaking skills are developing areas of their learning.
- Over the past three years, attainment in phase 2 has been fluctuating, improving in the AY2022/23 and regressing again in the last academic year, where the large majority of students attain levels above the curriculum standards. In phases 2 and 4, there has been a regression in students' attainment from most students attaining above curriculum standards in both phases in the AY2021/22 to the large majority in phase 3 and the majority in phase 4 attaining above curriculum standards over the last two academic years. In phase 3, there has been an improvement in students' attainment, from the majority of students attaining above curriculum standards in the AY2021/22 to the large majority over the last two academic years.

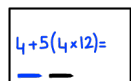
- The school's internal assessment data indicates that while the large majority of students in phases 1 and 2 make better than expected progress in relation to their starting points and curriculum standards, a majority of students in phases 3 and 4 make better than expected progress.
- In lessons and their recent work, the large majority of students in phase 2 and the majority in the other phases make better than expected progress in relation to appropriate learning objectives in line with the curriculum standards.
- The school's analysis of progress data indicates that while girls make better progress than boys in phase 1, with the large majority of girls and the majority of boys making better than expected progress, they make similar progress across phases 2, 3, and 4 with the large majority in phase 2 and the majority in phases 3 and 4 making better than expected progress. Although most high attainers in phase 1 make better than expected progress, the majority in phases 2, 3, and 4 exceed expectations. The majority of low attainers make better than expected progress in phases 1 and 4, with the large majority surpassing expectations in phase 2. However, most low attainers only make expected progress in phase 3. Although the large majority of students with additional learning needs, including students of determination in Phase 2, make better than expected progress, only the majority in Phase 1 exceed expectations. However, most students with gifts and/or talents in phases 1 and 2 make better than expected progress. The school has not identified any students with additional learning needs, including students of determination in phases 3 and 4 or gifted and talented students in these phases. In lessons, across all phases of the school, all groups of students make at least expected progress, although there may be some unevenness in progress between groups, as low attainers do not always have the support and resources to make optimal development and high attainers are not always challenged to make the progress they are capable of.

Next Steps:

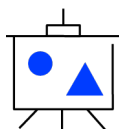
1. Enhance structured extended writing skills with a targeted focus on students in Phases 3 and 4.
2. Elevate public speaking abilities ensuring students in Phases 3 and 4 gain confidence, clarity, and persuasive communication skills.
3. Implement targeted interventions and personalized strategies to improve internal assessment performance to accelerate the progress of low-achieving students in Phase 3.

Mathematics

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



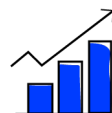
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Good	Very Good ↑	Good	Good
	Progress	Very Good ↑	Very Good ↑	Good	Good

Findings:

- The school's analysis of internal assessment data at the end of AY2023/24 against the Central Board of Secondary Education (CBSE) curriculum standards for mathematics indicates that most phase 1 students, the large majority of phases 2 and 3 students, and the majority of phase 4 students attain levels above curriculum standards. However, attainment levels observed in lessons do not fully align with these levels.
- In the AY2023/24 external ASSET for mathematics, most phase 2 students attain levels above national and international standards, while most phase 3 students and only less than three quarters of phase 4 students attain levels in line with the standards. The large majority of grade 10 students attain levels that are above curriculum standards on the CBSE Board examinations. The school has entered students in the TIMSS 2023 assessment and is awaiting results.
- In lessons and their recent work, the majority of students in phases 1, 3, and 4 and the large majority in phase 2 attain levels that are above curriculum standards. In phase 1, students demonstrate secure number skills, which are better in phases 2 and 3. The majority of students demonstrate measurement skills in phases 4 that are above curriculum standards. Logical reasoning skills are a developing feature across all phases.
- Over the past three years, the school's data indicates an improvement in attainment in phases 1 and 3. In phase 1, attainment improved from the large majority attaining levels above curriculum standards in the AY2021/22 to most attaining above curriculum standards in the last two academic years. Similarly, in phase 3, while the majority of students attained above curriculum standards in the AY2021/22, this improved to the large majority in the last two academic years. In phase 2, there has been a regression from most students attaining above curriculum standards in the AY2021/2022 to the large majority over the last two years. In phase 4 however, attainment has been fluctuating, regressing from the AY2021/22 to the AY2022/23 and improving again in the last academic year when the majority of phase 4 students attained levels above curriculum standards.
- The school's analysis of progress data indicates that most students in Phase 1, the large majority in Phases 2 and 3, and the majority in Phase 4 make better than expected progress over time and from their starting points at the beginning of the academic year.
- In lessons and their recent work, the large majority of students in phases 1 and 2 and the majority in phases 3

and 4 make better than expected progress in relation to appropriate learning objectives in line with the curriculum standards.

- The school's progress data indicates that while the majority of boys and girls make better than expected progress in phases 2, 3, and 4, in phase 1, girls make better progress, where most of them and the large majority of boys make better than expected progress. While the large majority of low attainers make better than expected progress in phase 1, most of them in the other phases make the expected progress. Most high achievers in Phase 1 and the large majority in Phases 2 and 4 make better than expected progress, and no data is provided for their progress in Phase 3. Most students with additional learning needs, including students of determination, in phase 1 and the large majority in phase 2 make better than expected progress. Whereas most gifted and talented in phases 1 and 2 make better than expected progress, however, most in phase 3 make only the expected progress. No students with additional learning needs, including students of determination, have been identified in phases 3 and 4, and no gifted and talented in phase 4.

Next Steps:

1. Align lesson pacing and levels of challenge provided to the needs of students to ensure that all learners are appropriately challenged and/or supported.
2. Improve students' logical reasoning and facilitate the application of these skills in investigation and real-world related tasks.
3. Improve the progress of low attainers in phases 2, 3, and 4, as well as the progress of the gifted and talented students in phase 3.

Science

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



Scientific thinking,
inquiry, and
investigative skills



Ability to draw
conclusions and
communicate ideas



Application of science
to technology, the
environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Good	Very Good ↑	Good	Good
	Progress	Very Good ↑	Very Good ↑	Good	Good

Findings:

- The school's analysis of internal assessment data at the end of AY2023/24, against the Central Board of Secondary Education (CBSE) curriculum standards for Science indicates that most phase 1 students, the large majority of phase 2 students, and the majority of phases 3 and 4 students attain levels above curriculum standards. The school's internal data indicates that in phase 4, grade 11, the majority of students are above curriculum standards in physics and chemistry, and the large majority attain above curriculum standards in biology.
- In the 2023/24 external ASSET for science, most students in phases 2 and 3 and the large majority in phase 4 attain levels above national and international standards. Most grade 10 students attain levels in line with the national and international standards in the CBSE board examination. Grade 4 and 8 students participated in the Trends in International Mathematics and Science Study (TIMSS) in 2023, and the results are awaited.
- In lessons and their recent work, the large majority of students in phase 2 and the large majority in the other phases attain levels above curriculum standards. Students in phase 1 have developed knowledge of natural sciences. However, the development of their scientific thinking or scientific skills is not yet evident. In phase 2, students have developed analytical skills and are beginning to develop their scientific thinking skills. In Phases 3 and 4, students have developed an age-appropriate understanding of concepts and ideas in Physical and life sciences. However, their reasoning and experimentation skills are less well-developed.
- The school's internal assessment data indicates that over the last three years, the majority of students in Phase 4 and the large majority in Phase 2 have consistently attained levels above curriculum standards. However, attainment in phases 1 and 3 has been fluctuating, regressing in the AY2022/23 and improving again in the last academic year when most students in phase 1 and the majority in phase 3 attained levels above curriculum standards.
- The school's internal assessment data indicates that most students in Phase 1, a large majority of students in Phases 2 and 3, and the majority of students in Phase 4 make better than expected progress from their starting points at the beginning of the academic year. The progress of grade 11 students in different sciences, Biology, Chemistry, and Physics, is inconsistent in the higher secondary phase. The large majority

make better than expected progress in Chemistry, but most students make the expected progress in Physics and Biology.

- In lessons and recent work, the large majority of students in phases 1 and 2 and the majority in phases 3 and 4 make better-than-expected progress against lesson objectives aligned to curriculum standards.
- The school's internal assessment data indicates that the majority of boys in phase 3 and the large majority in the other phases make better than expected progress. In grade 11, the majority of boys make better-than-expected progress in physics, and most make better-than-expected progress in chemistry. Most girls in phase 1, the large majority in phase 2, and the majority in phases 3 and 4, and across the three sciences in grade 11 make better than expected progress. The large majority of low attainers in Phase 1 and the majority in Phase 3 make better than expected progress. However, most low attainers in phases 2 and 4 make the expected progress. In grade 11, most low attainers make the expected progress in physics and biology, while the majority make better than expected progress in chemistry. Most high attainers in phase 1 and the large majority in phases 2 and 4 make better than expected progress, while in grade 11, most high attainers make better than expected progress in physics, and the large majority make better than expected progress in biology. The majority of students with additional learning needs, including students of determination, in phase 1 and the large majority in phase 2 make better than expected progress. While most gifted and talented students in phases 1 and 2 make better than expected progress, most in phase 3 make the expected progress only. The school has not identified students with additional learning needs, including students of determination in phases 3 and 4 or gifted and talented students in phase 4.

Next Steps:

1. Improve the students' skills of prediction, observation and conclusion in all phases.
2. Improve the students' inquiry and investigation skills in all phases.
3. Enhance students' skills of experimentation by encouraging them to follow the scientific method in phase 4.
4. Improve the progress of students in phase 4 in physics and biology as well as the progress of low attainers in phases 2 and 4 in internal assessments.

Learning Skills

Students learning skills and the impact on academic achievements are evaluated across all phases. Points taken into consideration when evaluating expected learning skills in all phases are as follows:

- Engagement and the responsibility students take, for leading their own learning.
- Interactions and collaboration with others to achieve shared learning goals.
- Successfully connect learning to other subjects and real life as global citizens.

Subject	KG	Cycle 1	Cycle 2	Cycle 3
Learning Skills	Very Good 	Very Good 	Good	Good

Findings:

- Across the school, students enjoy lessons and engage in a range of activities in most lessons. Students are keen to learn and take increasing responsibility for their own learning when given the opportunity. The exception is in Arabic medium subjects where teaching and resources hinder their engagement and enjoyment. Yet, students still show positive attitudes and work for short periods without teachers' intervention in these subjects. Overall, students know their strengths and weaknesses and make efforts to improve.
- Student interactions and collaboration are purposeful and contribute to a positive learning environment across phases in most subjects, particularly in phases 1 and 2. However, further development is needed in Arabic-medium and science classes in phases 3 and 4, where teacher-led lessons result in moderate engagement. Collaboration skills remain limited for low attainers in Arabic as a first language, though overall, students communicate their learning clearly to teachers and peers.
- Across the school, students make meaningful and clear connections between areas of learning and the UAE, SDG goals, moral education, environment, and the world in most lessons. These meaningful cross-curricular links are embedded in lesson plans to make learning relevant to real life, such as when comparing the weights of male and female Houbara birds, a passion for the late Shiekh Zayed, and learning about conservatism in the phase 2 mathematics lesson.
- Students' critical thinking and problem-solving skills are developing features in most subjects except science and phases 2 and 3 of Arabic. Effective use of technology is inconsistent across the school. In most lessons, students use technology in lessons to support their independent learning, basic research, independent inquiry, and assessment. This is evident when using digital reading platforms in Arabic, personalized mathematics learning using online adaptive platforms, and when virtually touring museums online and comparing them. Students show their enterprise skills in robotics projects and other outside lessons. However, during lessons, they are not always given sufficient opportunities to develop these skills further.

Next Steps:

1. Enhance students' higher-order thinking skills across the school, with a particular focus on Arabic-medium subjects and science.
2. Establish routines for students to support further research and the effective use of technology, particularly in phases 2 and 4.
3. Ensure students' engagement and collaboration in differentiated activities that meet their needs across all phases, focusing on Arabic-medium subjects.

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	Good	Very Good	Very Good

Findings:

- From KG children to Phase 4 students, most have responsible attitudes to learning due to their positive relationships with their teachers and empathy for each other. Students demonstrate personal resilience and commitment to their schoolwork, responding positively to critical feedback. However, older students inconsistently seek additional developmental feedback from teachers.
- In all phases, almost all students are self-disciplined and respond well to their peers. There is a small element in grades 1 and 2 that does not yet have the maturity to manage their behavior. However, students work together consistently well to resolve differences, and bullying is very rare.
- Students are sensitive to others’ needs and consistently offer mutual support during collaborative lesson activities. As a result, the school has a shared sense of belonging based on respect and tolerance of differences, contributing to a harmonious learning environment.
- Students demonstrate a secure understanding of safe and healthy lifestyles. From phase to phase, they develop their awareness of the appropriate Internet and social media use. Students show wise awareness of the importance of physical exercise and healthy eating, though some still choose less healthy lunch options. The student council plays an active role in encouraging both a harmonious community and a healthy lifestyle. Considerable use is made of music and movement during assemblies.
- Attendance is a shared responsibility; students generally arrive at school and attend their lessons on time. There is some lack of understanding in a few students of the vital connection.

Next Steps:

1. Improve the attendance percentages across the school, focusing on understanding the impact of attendance on academic success.
2. Develop self-management skills in all Phase 1 students.
3. Encourage older students to actively seek developmental feedback from teachers.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Students across all cycles demonstrate an adequate understanding of Islamic values. They respect others and understand their responsibilities within the school and broader society. In phases 3 and 4, they value safety and security in the UAE, especially for women, and appreciate the harmony of multicultural communities. However, students in phases 1 and 2 have yet to fully grasp the relevance and impact of Islamic values on contemporary UAE society.
- Students across all phases show respect and appreciation for UAE culture and heritage, standing in honor when the national anthem is played during assemblies. In the higher phases, students understand the meaning of the national anthem, with a few able to sing it independently, and they actively participate in national celebrations like Flag Day and National Day.
- Students across all phases demonstrate a basic understanding of their own culture and a range of others. The school's activities and celebrations of international events such as International Family Day and International Tourism Day have largely contributed to enhancing students' knowledge of other world cultures. As a result, students have developed knowledge of other countries, including capital cities and tourist attractions such as the Seven Wonders. However, they are not yet deeply aware of the similarities.

Next Steps:

1. Enhance students' knowledge and understanding of the impact of Islamic values on contemporary UAE society in phases 1 and 2.
2. Improve students' knowledge and understanding of the UAE heritage and culture that underpin contemporary life in UAE.
3. Enhance students' understanding of world cultures across all phases, enabling them to identify similarities and differences with their own culture.

Social responsibility and innovation skills

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

Findings:

- Students understand their responsibilities as members of the school community. Some take on leadership roles, such as being part of the Student Council and having a strong student voice in the school. Students initiated activities approved by the senior leadership team, raising funds and donating clothes and toys for charity in collaboration with the Red Crescent. Students participated in beach clean-ups and volunteered at various UAE events, including career fairs. Additionally, students organized awareness campaigns, such as anti-bullying performances in assemblies and a breast cancer awareness campaign.
- Students show a positive work ethic and initiate some activities across the school. Students collected clothes and newspapers, creatively repurposed them into bags, selling some and gifting others to local shops. They baked goods for charity, engaged in hands-on robotics challenges through STEAM learning, and participated in various competitions. However, these opportunities are not consistently accessible to all students, particularly in phase 1.
- Across the school, students demonstrate environmental awareness, understand their roles, and actively contribute to green initiatives, such as creating green spaces and engaging in sustainability projects. Through programs like World Watches, students show care and work with peers to conserve energy and monitor electricity use. Environmental responsibility is embedded across the curriculum as part of TASS (The Alliance for Sustainable Schools). Initiatives like the Green Gardens program, where students study and sell plants using recycled water, and the ECC (Environmental Care Campaign), which repurposes cans into art, further highlight their commitment to environmental action.

Next Steps:

1. Provide regular opportunities for students to develop innovative, enterprise, and creativity skills, particularly in phase 1.
2. Ensure students in all phases have consistent opportunities to volunteer and be involved in more social and environmental activities.
3. Encourage students to take greater initiative and make independent decisions that enhance their learning in and outside lessons.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers consistently apply their knowledge of their subject. Teachers of English medium subjects clearly understand how to motivate and engage their learners.
- KG teachers understand the importance of hands-on learning, and the majority recognize the significance of developing students' inquiry skills.
- Teachers' planning is purposeful, engaging, and age-appropriate. Most teachers develop an interesting learning environment that supports students' learning. The effective use of time and resources is, however, inconsistent. Some teaching in the lower phases takes too long to progress to active learning, especially in Arabic medium lessons.
- Teachers' interactions with students ensure they are enthusiastic learners. Questioning leads to meaningful discussions and dialogue, especially in phases 2 and 4. In some lessons, however, questions are not always suitably challenging to stretch the higher attainers.
- Strategies to meet the needs of groups of students are adequate, providing some challenge and support. However, this is not sufficiently personalized to ensure each student is encouraged to fulfill their potential. While groups are given different tasks in KG, they are not always differentially challenging. Teaching develops critical thinking, problem-solving, innovation, and independence. However, the use of technology is not common in aiding individual or group research. Partner and group work is facilitated occasionally, leading to students challenging each other's thinking or ideas.

Next Steps:

1. Increasingly personalize support and challenge for individual students to accelerate the progress they are capable of.
2. Facilitate learning that promotes critical thinking and research more consistently across phases.
3. Ensure more consistent, effective use of time and resources to allow students to engage in all planned learning activities. that transition into experiential learning is conducted in a timely manner, especially during KG science and in Arabic medium subjects in other phases.

Assessment

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

Findings:

- Internal assessment processes are consistent. They are aligned with the school's EYFS curriculum standards in early years and generally aligned with the CBSE curriculum standards across the rest of the school. Although internal assessment provides reliable and valid information on students' academic progress, particularly in relation to skills in English medium subjects, it could benefit from a greater focus on the licensed curriculum standards with a balanced approach in assessing student knowledge, application, and critical thinking, particularly in Arabic medium subjects.
- The school benchmarks students' academic outcomes in grades 3 to 9 against international standards through ACER IBT in Arabic and Ei-Asset for English, mathematics, and science.. Phase 4 students' outcomes are benchmarked against the international standards through the CBSE external examination, which grades 10 and 12 students conduct. The school has started entering students in international benchmarking assessments, including the PIRLS, for which grade 4 students sat in 2021, and TIMSS, which was conducted by grades 4 and 8 students in 2023.
- The school conducts a systematic analysis of assessment data to ensure accuracy and comprehensiveness in tracking the progress of individuals and groups of students. However, individual student performance analysis remains less comprehensive, as tests are not always closely aligned with curriculum standards.
- Teachers effectively use assessment information to inform teaching strategies to meet the learning needs of all students, particularly in the early years. In phases 2 and 4, teachers identify areas where students may need additional support or challenge, making occasional adjustments to planned teaching. This is, however, inconsistent across all lessons and is less frequently implemented in Arabic medium subjects.
- Teachers understand students' individual strengths and weaknesses, making adjustments in their lesson plans to provide personalized support that meets the needs of different students. However, this is inconsistent across all subjects. Teachers regularly offer feedback to students to identify their strengths and weaknesses. Feedback, however, does not always include the next steps to improve. Students are occasionally encouraged to participate in assessing their learning and that of their peers.

Next Steps:

1. Further strengthen the alignment of assessments to the curriculum standards and ensure a balance between knowledge, application, and critical thinking.
2. Develop a consistent, data-rich culture in which assessment data is systematically used to inform lesson planning and instruction.
3. Further enhance teachers' understanding of their students' needs to support their learning effectively, particularly in Arabic medium subjects.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows Early Years Foundation Stage (EYFS) standards in KG. In grades 1 to 7, the school designed its own curriculum based on the Pearson and National Council of Educational Research and Training textbooks from the MoE of India. The school follows the CBSE curriculum for grades 9-12. At the end of grade 10, the school successfully prepares students for CBSE board examinations. The school curriculum policy reasonably aligns with UAE national priorities and meets the MoE curriculum requirements for the Arabic medium subjects in all phases.
- The school curriculum offers a broad and balanced range of subjects in Phases 1, 2, and 3 and language choices in Phases 2 and 3. However, the curriculum design in Phases 2 and 3 is mainly dictated by textbooks. The balance of knowledge and skills in the taught curriculum is inconsistent, particularly in Arabic-medium subjects, with more focus on knowledge than skills.
- The curriculum mapping is adequate to ensure the content areas are aligned over the years. However, the mapping is inadequate to ensure the students' learning is built on the previous knowledge and skills from one grade level to the next. The student outcomes in different phases and subjects are inconsistent, and the needs of most students are adequately met.
- The curricular choices are adequate for older students. The school offers electives in the science stream based on the interests and aspirations of students moving from grade 10 to grade 11. The science stream has a choice of 4 subjects and one compulsory language. A large majority of students continue education from secondary to higher secondary in Phase 4.
- Relevant cross-curricular links are planned in lessons across subjects and phases. However, the application of these links is inconsistent across subjects. The students' transfer of learning between math and science was better in science lessons in higher grades.
- The curriculum is reviewed periodically, considering student assessment results and teachers' reflections in departmental meetings. A few modifications enhance the curriculum by introducing benchmarking standards in key subjects across phases. However, these modifications have not yet impacted student academic or personal development outcomes.

Next Steps:

1. Enhance the progression maps to ensure a steady progression of skills and knowledge from one grade level to the next.
2. Ensure the curriculum is modified with a balanced approach based on students' previous knowledge and skills, particularly in Arabic-medium subjects.

Curriculum adaptation

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

Findings:

- Teachers plan differentiated activities in lessons to address the needs of different ability groups. Individual Education Plans are designed for students with additional learning needs, including the students of determination. However, the implementation of these modifications do not ensure the outcomes are consistent for different groups in lessons. The lower-ability students in most subjects, students in KG, and students in Arabic-medium subjects in all phases do not make the same progress as others.
- The curriculum design is interesting and provides a variety of opportunities to engage most students in learning. Integrating art in different subjects and the weekly music, art, and dance lessons promote creativity in lower phases. The Friday club activities and regular lab work provide practical experience for most Phases 2 and 3 students. Most Phases 2 and 3 students are beginning to develop enterprise skills through cooking and plantation in Friday club activities. Students' innovation in technology is promoted by implementing a Robotics curriculum in Phase 3 and by introducing an Artificial Intelligence program in Phase 4. Most students participate in the Red Crescent charity drive for social contribution. However, student participation in projects involving the local community is inadequate.
- The curriculum adequately promotes students' understanding of the UAE values, culture, and heritage. The established links with UAE culture in most subjects and the celebration of special days and events in the school ensure adequate outcomes.

Next Steps:

1. Ensure the curriculum modifications in lessons consistently meet the needs of different groups of students.
2. Enhance the curricular provision for increased and consistent student participation in projects involving the local community.
3. Enhance the curricular provision to ensure students understand and appreciate UAE heritage and values.

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 established rigorous procedures for the safeguarding of students, including child protection. A clearly documented policy is shared with all the stakeholders in online orientation programs once a year. The school provides periodic training on child protection and safeguarding for all the support staff in the school. Steps taken to ensure that all students are protected from different forms of bullying are effective. However, the stakeholders, particularly teaching staff and students' awareness of child protection and safeguarding policies can be enhanced.
- The health and safety arrangements in the school are effective. The health and safety committee is identified, and the policy is clearly documented and updated. All the staff and students are aware of the rules and their responsibilities regarding the health and safety in the school. The established supervision procedures ensure all the students are very safe in all the areas of the school, including on the school transport. The school conducts regular emergency fire evacuation drills and complies with the Civil Defense regulatory requirements. Risk analysis and assessment procedures ensure the students are safe in all areas of the school. However, a careful risk analysis and assessment for ensuring student safety outdoors is not evident.
- The quality of maintenance in the school is highly efficient. Almost all of the school's maintenance functions, including CCTV, school clinic, security, pest control, water quality testing, and tank maintenance, are outsourced and well-managed. The regular oversight of these functions in the school ensures the building is well maintained to provide a very safe and hygienic learning environment. All areas of the school are clean, and the waste is disposed of regularly. The school has two separate well-equipped clinics with 2 full-time qualified nurses in each. The established partnership with Lifeline hospitals ensures that a doctor is available on call. Nurses carry out regular medical checks and vaccinations. Essential medicines are locked in a secure cupboard within the clinic, and nurses supervise and administer medication to students. The school maintains accurate health records and the information is accessible to the school leadership.
- The learning environment supports the learning of all students in the school. Ramps, lifts, and specialist arrangements ensure that all parts of the school are accessible to those with mobility or physical disabilities. The premises are suitable to provide a safe indoor environment for the students in their early years.
- The school successfully promotes healthy lifestyle and eating habits among students and parents. A health and safety policy is routinely shared with parents to ensure students make healthy lifestyle choices. The

nurses from the school clinic conduct periodic orientations for the students and staff to maintain a healthy lifestyle, including healthy food habits and routine physical exercise. The curriculum promotes awareness, and students can differentiate between healthy and unhealthy foods. The student food brought from home is checked during the break time. The school canteen offers a range of food choices, but students do not always make healthy choices. The shading of the playground areas partially protects them from the sun, so the student's time spent in outdoor physical activity is restricted.

Next Steps:

1. Increase the rigor and regularity of awareness programs for an effective implementation of child protection and safeguarding policy in the school.
2. Enhance the risk analysis and assessment procedures to accurately identify and implement risk mitigation for ensuring students safety in all outdoor areas of the school.
3. Further strengthen the health and safety arrangements by ensuring effective utilization of the outdoor play areas by all students.

Care and support

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

Findings:

- Staff have positive relationships with all students, creating an environment of mutual trust and respect. Procedures based upon a positive behavior policy and a shared sense of purpose reflect the emotional awareness of the whole school.
- The school's approach, emphasizing emotional well-being and positive behavior management, generally promotes attendance and punctuality. However, a small number of students are not yet benefiting fully from this approach.
- The school has a thorough system for identifying students with additional educational or personal needs, and 7% of students are identified as having these needs. With a recent focus on early intervention, more students in lower phases are now receiving targeted support. Additionally, six percent of students are identified as having gifts or talents, though identification relies primarily on teacher recommendations, and parental engagement in recognizing and supporting these talents outside of school is adequate.
- The inclusion team provides effective support for most students with additional needs, as well as those with gifts or talents. The school, however, does not offer in-school support services (ISSS) for students with additional learning needs, including students of determination. Clear goals and strategies are outlined in Individual Education Plans (IEPs), Individual Behavior Plans (IBPs), and Advanced Learning Plans (ALPs), and the team offers training to teachers and assistants to improve strategy implementation in lessons. Individual and group pull-out sessions for targeted support are also provided.
- All students' well-being and personal development are routinely monitored, with insights used to provide effective personal and academic guidance through phase-based counselors. Career and university preparation support for older students emerges as the school develops into Phase 4.

Next Steps:

1. Ensure strategies for support outlined in IEPs and IBPs are translated commonly into the delivery of lessons.
2. Encourage parents to communicate more about their child's gifts or talents that may be more apparent outside school.
3. Expand career guidance and university preparation to include life skills and resilience, alongside academic readiness for future pathways.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good

Findings:

- The senior leadership team, comprising of the dynamic principal, sets a clear direction that promotes a vision shared by the whole school community. Leaders are ambitious about what they want students to learn and experience and have set this out in detail in their vision and mission statement, which is displayed prominently throughout the school. This is also shared with parents, students, and staff through various communication platforms. Comprehensive plans are in place to support students in succeeding in international examinations such as TIMSS and PISA. The principal demonstrates a strong commitment to the school community, which cultivates a positive climate and culture that empowers teams and individuals to feel included and valued, treated fairly and respectfully, and have a sense of belonging. The school maintains an inclusive admission policy and demonstrates a growing sense of commitment to inclusion.
- Most leaders demonstrate secure knowledge, although a few middle leaders demonstrate an appropriate understanding of the curriculum and best practices in teaching and learning. Although the senior leadership is proactive in their professional development, their impact on raising students' standards is yet to be more evident or impactful in all phases and subjects. Senior leaders recognize the need for a more comprehensive approach to ensure that assessment data accurately reflect students' outcomes based on the licensed curriculum standards. The principal has ensured that fostering a culture of mental health and wellbeing, as well as sharing effective practices and supporting staff, is a fundamental aspect of their efforts to build the school's capacity.
- Professional and friendly relationships and communication exist throughout school and are effective, although there is a gap in the leadership structure, such as the academic vice principal and in leading the Arabic medium subjects. As a result, the effectiveness of delegating responsibilities in these areas are not always consistent. Although leaders at all levels are aware of their roles and responsibilities, they have not yet reached the stage where their judgments about students' achievement are consistently accurate. Morale is positive.
- The principal and school staff are well aware of the school's improvement priorities and demonstrate a clear understanding of what needs to be done to innovate and improve the school. However, there are variable levels of competence amongst the middle leadership team due to their recent appointment and experience. The senior leadership team acknowledges the importance of enhancing their skills in accurately evaluating teaching quality and monitoring students' attainment and progress against the licensed curriculum standards. Nevertheless, the impact of these efforts remains effective, whereby they have the capacity to sustain improvement.
- Accountability is collectively shared but is still in a developmental phase due to insufficient reliable internal assessment data that is closely linked to learning standards. Leaders have improved some aspects of the school's performance, such as students' attainment and progress in Arabic medium subjects. As a result, they maintained overall effective school performance. They ensure that the school is compliant with statutory requirements.

Next Steps:

1. Enhance the school-wide data analysis process to improve the accuracy of student assessments that are closely linked to the licensed curriculum learning standards, ensuring middle leaders actively collate, analyze, and use data to guide instruction and track progress.
2. Strengthen targeted professional development for middle leaders, focusing on consistently applying best practices in teaching to close gaps and improve student achievement.
3. Elevate the systems for senior and middle leaders to jointly assess teaching quality and student progress, ensuring monitoring and actionable feedback and follow-up to drive improvements in student outcomes.

School self-evaluation and improvement planning

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

Findings:

- Self-evaluation (SEF) is systematic, using both internal and external data, and is increasingly used in the school's improvement planning. They engage parents by asking them for their views about areas that need improvement, and considers valid sources of evidence, including external but not internal assessments. Judgments are generally realistic and align with the inspection framework. Senior and middle leaders display a realistic understanding of the school's strengths and areas requiring improvement.
- The monitoring of teaching and learning ensures that there is appropriate evaluation of teaching and learning, resulting in positive student achievements. They are conducted by senior and middle leaders. They monitor the development of the school's priorities which are aligned to the previous inspection report recommendations, which are communicated to teachers at the start of the academic year. Twice per term, progress review meetings are held in a structured sequence, in line with a continuous cycle of improvement. Data-driven reviews conducted are linked more to skills, rather than the licensed curriculum standards. Additionally, the changes in staffing of the vice principal and the middle leadership, who demonstrate a growing sense of expertise, have resulted in inconsistent implementation. Although this has slowed the overall impact of monitoring efforts on students' achievement, it remains effective.
- The school improvement plan effectively pinpoints comprehensive areas for improvement and outlines SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets, suitable strategies, success criteria, and responsible parties. However, success criteria are insufficiently focused on students' outcomes, particularly in the areas of the licensed curriculum learning standards. The improvement priorities are closely aligned with the recommendations from the previous inspection, but although it remains strong, there is not yet a full integration with the school's SEF.
- The school has been successful in improving significant aspects of teaching, where there is more collaboration and student time on task. It has also maintained attendance rates and sustained momentum in effective performance overall.

Next Steps:

1. Improve the accuracy and validity of data to inform SEF and SIP to ensure strategic directions and impact.
2. Strengthen the ongoing systems of stakeholder engagement and feedback in the self-evaluation process and incorporate external assessment data while gathering more input from parents to align improvement efforts.
3. Adjust success criteria to prioritize measurable student outcomes and better integrate self-evaluation findings into the improvement plan.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good 

Findings:

- The school regularly invites parents to discuss the student’s academic performance. Parental involvement in the school makes a positive contribution to student learning at home. The parent council periodically meets, and their views are considered to improve a few teaching and learning practices in the school. However, parents occasionally participate in school events and are not aware of the school's priorities, particularly their contribution to students’ achieving international standards in their learning.
- The school's open-door policy encourages effective communication with parents. Parents are highly satisfied with the communication methods that involve emails, WhatsApp messages, phone calls, and face-to-face meetings. All parents are promptly informed about updates related to their child’s education. The parents of students with additional needs, including students of determination, are empowered in personalized meetings to discuss their child’s growth and development.
- The school reports student attainment at the end of each term. The report cards provide sufficient information, including academic and personal development aspects. Regular reporting about student progress through school online applications keeps the parents informed and up to date with their child’s learning. Student progress is discussed with the parents during the scheduled face-to-face meetings. However, the reports do not detail students’ strengths and weaknesses, and parents are unaware of the next steps for improving their child’s learning.
- The school has established links with the local community and neighboring schools, ensuring the students successfully participate in academic and sports competitions. The partnership with parents is emerging, as parents of higher-grade students volunteer to conduct career orientation for the grade 12 students this year. The school raises awareness about good causes and the need to help the community. The established links with the Red Crescent organization and Kindness Squad ensure most students participate in charity events and make donations. Regular links with national and international organizations ensure student awareness and environmental actions to achieve sustainable development goals.

Next Steps:

1. Encourage meaningful parental involvement to ensure they actively support and contribute to raising standards.
2. Enhance the reporting procedures for informing parents of the next steps to improve student learning.
3. Ensure the links and partnerships with local, national, and international organizations have a higher impact on student learning and achievement.

Performance Indicator	Quality judgement
Governance	Good

Findings:

- The governing board includes representation from most stakeholders. The board includes the school's owner, a representation of parents and staff, but as yet, no students. Additionally, the chair of governors is overseeing multiple roles, including finance and inclusion, which inhibits the impact on decision-making that represents stakeholders. The governing board occasionally seeks information on stakeholders' views, and this limits the knowledge gained about the school. Nonetheless, the governing board does discuss the suggestions put forward by stakeholders and discusses them on a cyclical basis, with relevant information being shared through various means, such as termly new letters and biannual reports.
- The governing board periodically monitors the school's actions and holds senior leaders accountable, with two formal meetings per year, for the performance of the school, including personal and academic achievements of the school. The governing board reviews initiatives that have been launched to monitor their impact, such as the Duke of Edinburgh awards and sustainable education. In these meetings, accountability is considered, and justification is given for any decisions made.
- The governing board provides a reasonable overview of the school, as well as some useful guidance to the principal. The governing board has ensured that the school is adequately equipped to offer a diverse range of learning experiences for students, although the delay in appointing an academic vice principal in a timely manner has caused a gap. They seek assurances that the school is operating modestly on a day to-day basis and ensuring all statutory requirements are being met. However, they are not always influential enough in shaping the school's further development.

Next Steps:

1. Establish further roles on the governing board to include their input in school governance, aligning with the school's commitment to stakeholder inclusion.
2. Expand channels for stakeholder input by conducting more regular surveys and feedback sessions, ensuring their suggestions are integrated into strategic decisions.
3. Strengthen the oversight on the delivery and assessment of student outcomes based on the licensed curriculum standards.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the school's day-to-day management are well organized, with efficient procedures that positively impact students' well-being and most areas of learning. However, reorganizing end-of-day supervision arrangements during dismissal will ensure faster and smoother operations.
- Overall, the school is appropriately staffed with suitably qualified personnel except for a few roles, such as Arabic Department subject Lead. A capacity-building program for leaders would have a greater impact on students' achievement. Currently, staff benefit from relevant professional development primarily delivered by external consultants and a program of peer mentoring. Opportunities for effective professional development linked to priorities identified by inspection reports would accelerate students' achievement.
- The well-designed, accessible premises and beautifully decorated facilities support teaching and learning. Most learning spaces are inspiring and of high quality and are used most of the time to promote students' achievements. The specialist rooms, such as laboratories, robotics, art, and music rooms, as well as multipurpose rooms and halls, create a conducive environment supportive of teaching and learning. The school has one library sufficiently resourced and used by most students every week except for grades 6-8.
- The school has a range of high-quality resources relevant to curriculum requirements and students' needs to promote teaching and learning. The school provides students in the lower phases with devices and applies the BYOD (Bring Your Own Device) policy to the rest of the school to promote students' learning.

Next Steps:

1. Develop a robust professional development plan on priorities identified in this inspection report to ensure greater impact on students' achievement, particularly in science, Arabic medium subjects and in phase 1.
2. Ensure the consistent use of the library by all students across all phases.
3. Ensure there are sufficient senior leaders to fulfill the personal and academic needs of the school.
4. Empower middle leaders to effectively lead their departments by giving them time and enhancing their capacity to lead.

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