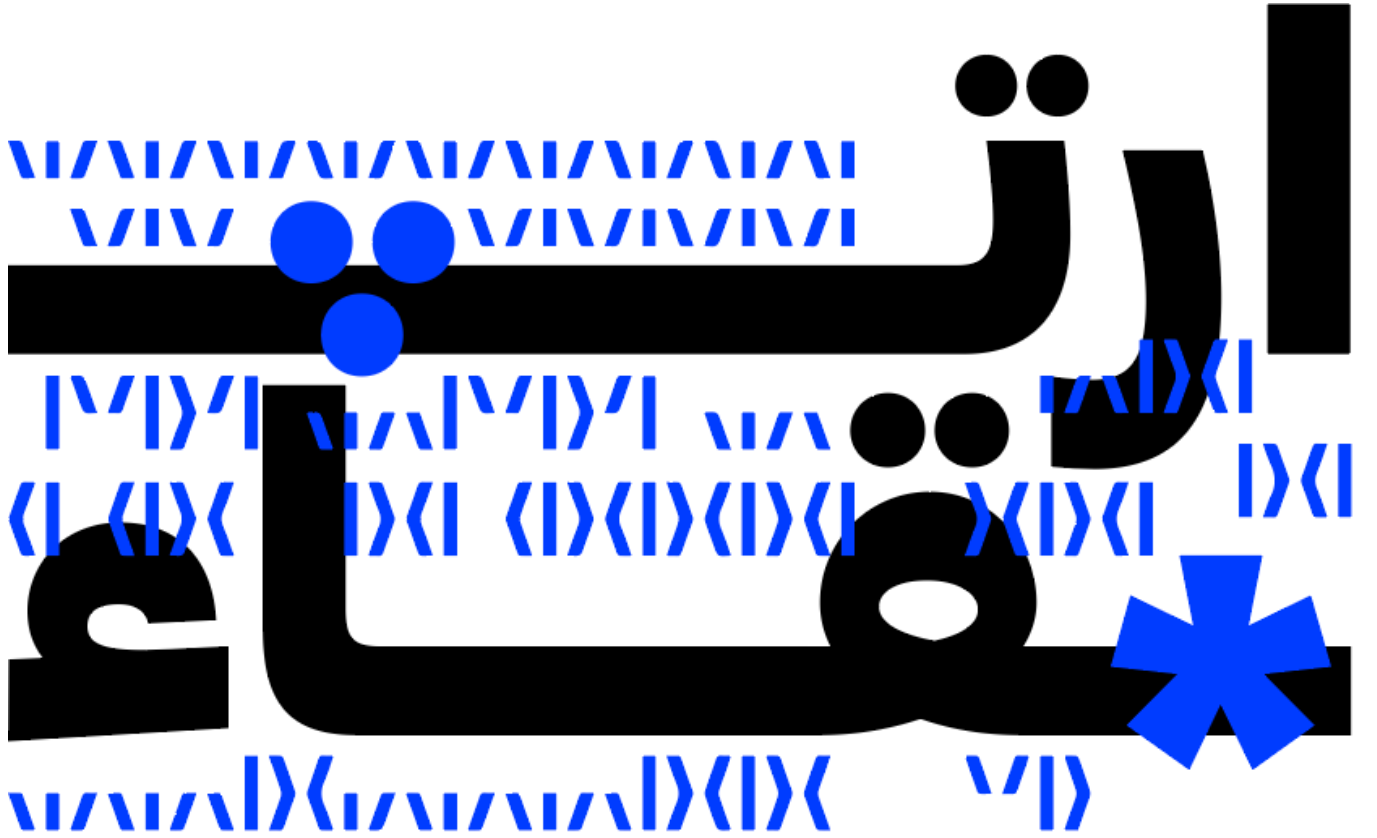




Irtiqa'a School Inspection

AY 2024/25

New Indian Model School

Rating: Good

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School Information

General Information		
	Name	New Indian Model School
	Esis Number	9167
	Location	20, Dawhat Al Far' St, Falaj Hazza', Al Ain, 30065
	Website	http://www.nimsalain.com
	Telephone	037811882
	Principal	ABDUL KARIM ARIF ABDUL KARIM
	Inspection Dates	14 to 17 Oct 2024
	Curriculum	Kerala

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	648
Number of Emirati students	0
Number of students of determination	9
Largest nationality group of students	India - Bangladesh - Pakistan

Information On Teachers

Number of teachers	32
Nationalities	India - Sudan - Pakistan
Number of teaching assistants	1

Changes since the previous inspection

- Since the previous inspection, the school's overall performance judgment has improved from Acceptable to Good.
- Overall achievement in Arabic-medium subjects has improved, with varying levels of progress in specific areas, and no decline has been observed. In Arabic as a second language, student achievement has progressed from acceptable to good in phases 2, 3, and 4. Although Phase 1 was not evaluated in the previous inspection, it is now rated as good in attainment and very good in progress. Similarly, Islamic Education and Social Studies have progressed from acceptable to good across all phases, with Phase 1 currently rated as good in both subjects. This level of improvement reflects students' consistent performance in internal assessments, supported by enhanced teaching practices that positively impact students' outcomes.

- Achievement in English-medium subjects has shown a distinct improvement across all phases, with consistent progress noted and no observed decline in performance. In Phase 1, achievement levels across all English-medium subjects have improved from acceptable to good, reflecting better teaching quality and enhanced student engagement. In Phase 2, both mathematics and science have experienced similar improvements, improving from acceptable to good. This progress is attributed to students' development of more refined scientific inquiry and mathematical problem-solving skills, as seen in classroom activities and assessments. In English, achievement in Phase 4 has progressed from good to very good, indicating strong language proficiency and comprehension abilities. Additionally, in Phases 2 and 3, attainment in English has improved from good to very good, with progress showing a notable leap from acceptable to very good.
- In mathematics, Phase 4 achievement has remained at a good level, demonstrating steady proficiency in mathematical understanding and application. In Phase 3, attainment has improved from acceptable to good. Science achievement has similarly seen improvement, with Phase 4 achievement remaining at a good level while Phase 3 has shown an upward shift from acceptable to good. As a result, students' learning has improved from acceptable to good in phases 1, 2, and 3, while it sustained a good level in phase 4.
- Performance Standard 2 (PS2), which pertains to students' personal and social development and innovation skills, was not evaluated during the previous inspection. Students' personal and social development is good across all phases. Students' understanding of Islamic values and awareness of Emirati and world cultures are acceptable, as are their social responsibility and innovation skills.
- Teaching has followed a similar pattern to learning, improving from acceptable to good in Phases 1, 2 and 3 and remaining good in Phase 4. Assessment remains acceptable across all phases except for Phase 4, where it remains as good. While student data is collected and used to inform teaching strategies in lessons, it does not effectively support learning for all groups of students.
- Performance Standard 4 (PS4), which pertains to curriculum design and adaptation, was not included in the previous inspection process, but both elements are now evaluated as acceptable across all phases. Opportunities to promote enterprise, innovation, and creativity across the curriculum are not always identified, and an appropriate range of extracurricular activities and links with local and wider communities are currently underdeveloped.
- The health and safety of students, including child protection, continue to be important features of the school and remain acceptable, as do the care, guidance and support that the school provides students. More opportunities could be provided for students across all phases to participate in activities that promote healthy lifestyles, while the needs of higher-attaining students, lower-attaining students, gifted and talented students and students of determination are not always fully addressed in all lessons. Additionally, the school does not offer in-school support services (ISSS) for students with additional learning needs, including students of determination.
- The effectiveness of leadership has improved from acceptable to good. The quality of the school's self-evaluation and school improvement processes remains acceptable. Since the previous inspection, a new Teaching, Learning and Assessment advisor has been appointed. Leaders are committed to the school and continuous improvement. The Board of Governors is now more involved in monitoring school performance and how the school can improve. Since the last inspection, many recommendations have been implemented. Partnerships with parents remain good, while management, staffing, facilities, and resources remain acceptable due to insufficient resources for teaching and learning, particularly digital resources.

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

The school has benchmarked students' attainment against international standards. The school participated both in the PIRLS (Progress in international Reading Literacy Study) in 2021, and the PISA (Program for International Student Assessment) in 2022. The school has targets for both international benchmark assessments and has achieved their Reading Literacy target in the most recent PISA assessment.

There is a general awareness of international benchmarking assessments, and the school promotes the importance of doing well and making a more global comparison. The school has provided additional curricular support for mathematical content domains and has introduced examples of PISA-style and IBT-style questions in most mathematics, science and English lessons. Teachers' questioning skills have been specifically developed through professional development courses to ensure that students are more familiar with the reasoning domain, particularly in mathematics and in science.

Performance in standardized and international assessments

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

Standardized Assessments

- ACER IBT is used as an external assessment to benchmark students' achievement in English, mathematics and science in grades 3-9. IBT results for the school year AY2023/24 show attainment as outstanding. This is a notable improvement in IBT from the overall weak results obtained during the previous two academic years.
- Students in Grade 12 sit for the MoE external assessment in Arabic and Islamic Education. In the AY2023/24 students sat for the MoE assessment in Islamic Education and attained outstanding levels. In the previous two academic years (AY 2021/22 and AY 2022/23) Grade 12 students sat for the MoE external assessment in Arabic and attained outstanding and very good levels respectively.

International Assessments: TIMSS, PISA, PIRLS

- 15-year-old students participated in the PISA 2022 international assessments. In reading literacy, the school exceeded the set target of 406.5 with a score of 411.2. In mathematical literacy, the school did not meet the target of 448.3, or the international average, with the result of 417.5. In scientific literacy, the school did not meet the target of 433.7, or the international average, with a result of 426.7.
- The school participated in PIRLS (Progress in International Reading Literacy Study) 2019. Grade 4 students reached the Intermediate International Benchmark level in Reading.
- The school participated in Trends in International Mathematics and Science Study (TIMSS) 2023 and is awaiting the results.

Reading

The school has a small library with books serving the English and Arabic curricula. It is adequately stocked with age-appropriate fiction and non-fiction reading materials in both languages, with additional Malayalam and Hindi books. Readers are organized for easy student access. A dedicated section is provided for the lower grades and upper grades and is equipped with appropriate seating and tables. Students of grades 3 to 9 have library access through weekly time-tabled lessons. In the KG, there are reading corners and print rich displays. There is currently no librarian to support students in their reading and research.

The school has concentrated on improving reading skills since the previous inspection. Reading in every subject is consistent and systematic. Students are provided with differentiated reading tasks in the lower and upper grades. A list of students is maintained in every classroom to monitor students taking turns to read. The practice of students reading aloud before the teacher's arrival is a thoughtful initiative, though its implementation varies across lessons. A ten-minute reading slot in English is allotted for students in the lower and the upper grades to read differentiated materials from different subjects, and students' reading levels are identified. Reading reviews and extended reading tasks for phases 2 and 3 and reading in school assemblies are regular practices in school. Arabic reading time is incorporated into assemblies, and Arabic Week is celebrated at the school.

Reading topics are linked to a 'value of the month' adopted by the school, supporting students' social, emotional, and moral development. In the KG and younger age groups in phase 1, reading skills are addressed through the teaching of phonics, and listening and reading sessions. From grade 3 onwards, students learn to read for comprehension in both English and Arabic lessons, using subject-based resources, magazines, and newspapers. Weekly guided reading lessons are held in both English and Arabic in the school library. Reading skills are assessed in the KG, and students' progress is tracked and monitored. The school conducts a weekly read-aloud competition.

Parents are encouraged to help their children read at home. Guidelines and advice on how to promote and support their children's reading development have been provided for parents. Students and parents have also been encouraged to create accounts on a free reading scheme website to access graded reading materials as an extra resource. During vacation time, students are asked to read and write book reviews and to record the books they have read in a reading log. There are posters in classrooms and around the school promoting reading both in Arabic and English.

Strengths of the school

- Student attainment and progress have improved well across all subjects and phases.
- Students achieve outstanding results in the ACER IBT assessments across the English medium subjects.
- Students across all phases display positive attitudes towards learning and work productively in groups, making meaningful connections between subjects.
- Positive and respectful relationships among students and staff foster a safe and inclusive environment where students feel valued.
- Students demonstrate self-discipline, unity, and understanding of others' needs, supporting a cohesive school community.

Key Recommendations

1. Raise students' achievement in all subjects to a consistently very good level by:

- ensuring that in all lessons, lower-attaining students, higher-attaining students, gifted and talented students and students of determination consistently make the progress they are capable of.
- developing students' accurate reading of the Holy Qur'an across all phases.
- improving students' extended writing skills in Arabic as a second language in phases 3 and 4.
- improving students' speaking skills in English in all phases.
- ensuring that students have a full range of experiences using hands-on practical resources across the school to help deepen their learning.
- further developing students' critical thinking and problem-solving skills across the school
- improving students' use of learning technology resources to conduct investigations and research in all subjects across the school.
- improving students' innovation and enterprise skills in all phases.

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

- ensuring that subject leaders use assessment data to conduct thorough curriculum reviews and effectively address the needs of all students.
- ensuring that teachers make full use of students' assessment data to inform their learning strategies in lessons, to support the learning of all groups of students including lower and higher-attainers, gifted and talented students and students of determination.
- ensuring that teachers provide students with a range of opportunities to use appropriate digital technologies to support their learning in lessons.
- ensure the taught curriculum is sufficiently modified to provide the required support and challenge for students with different abilities and students with additional learning needs, including students of determination.

3. Strengthen leadership and management by:

- ensuring that the development of the school's self-evaluation report engages all stakeholders in line with the UAE Inspection Framework and that it is fully informed by accurate assessment data.
- reinforcing current systems to help all leaders in supporting teaching staff in using assessment procedures more effectively to provide more accurate measures of students' achievement.
- including clear systems for tracking progress toward the targets set within the school development plan.
- seeking links with international organizations to support students' personal development and academic achievement.
- ensuring the necessary teaching and learning resources are provided, particularly ensuring the availability of learning technologies.
- seeking the appointment of teaching assistants to support teaching and learning in KG.
- ensuring teachers receive professional development on the best practices of supporting students with different abilities as well as the different groups of students; as well as tracking the implementation of this in lessons.

Overall School Performance: **Good**

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

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

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

PS3: Teaching and Assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good ↑	Good ↑	Good ↑	Good
Assessment	Acceptable	Acceptable	Acceptable	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	Acceptable	Acceptable	Acceptable	Acceptable
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	Acceptable
Management, staffing, facilities and resources	Acceptable

Inspection findings

PS1: Students’ achievements

Islamic Education

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



Holy Qur’an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The school’s analysis of internal assessment data at the end of AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in Phases 1, 2, and 4 and a large majority of students in Phase 3 attain levels above curriculum standards. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons across the phases.
- The school has no external national or international assessments for grades 1 - 11. The MoE examination results for Grade 12 students indicated that most students attained above curriculum standards.
- In lessons and their recent work, the majority of students across all phases attain levels above curriculum standards, demonstrating knowledge of the Holy Qur’an and Hadeeth, Seerah (the life of the Prophet PBUH), and Islamic values and principles. Across all phases, accurate reading of the Qur’an remains an area for improvement.
- Over the last three years, the school's assessment data shows that most students in Phase 1 consistently achieved outstanding levels, while Phase 2 has improved from very good to outstanding over the past two years. In Phase 3, performance fluctuated between very good and good, achieving very good in the most recent year. Similarly, Phase 4 showed fluctuation between outstanding and good, reaching outstanding in the last year.
- The school’s internal assessment data shows that most students in Phases 1, 2, and 4 and a large majority of students in Phase 3 make better than expected progress over time from their starting points.
- In lessons and student work across all phases, the majority of students make better-than-expected

progress against learning objectives aligned with curriculum standards.

- The school's assessment data indicates that most boys and girls in Phases 1, 2, and 4, students of determination in Phases 1 and 3, and gifted and talented students in Phase 4 make better than expected progress. The school data also shows that a large majority of higher-attaining students in Phase 1, and girls and boys in Phase 3 make better than expected progress. The majority of higher-attaining students in Phase 2 make better than expected progress.
- In lessons, boys and girls make similar progress; however, higher-attaining students do not always make the progress they may be capable of.

Next Steps:

1. Conduct a detailed analysis to identify the disparity between internal assessment results and observed lesson knowledge and skills.
2. Develop strategies to ensure assessment practices accurately reflect student learning outcomes and capabilities across all phases.
3. Accelerate the rate of progress of high attainers across all phases, especially phases 3 and 4.

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	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 Phases 1 and 3, and a large majority of students in Phases 2 and 4 attain levels above curriculum standards. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons across the Phases.
- The school has no external national or international assessments across all phases for the previous academic year.
- In lessons and their recent work, the majority of students across the school attain levels above curriculum standards, demonstrating listening, understanding and comprehension skills. Most students in Phase 2 develop secure comprehension skills in standard Arabic and are able to read and write simple sentences and make simple contextual conversations. However, students' accurate pronunciation and fluent reading are less developed aspects of their learning. In Phases 3 and 4, students are able to read different texts, explain the meaning, and identify the main ideas. However, in Phases 2, 3, and 4, students' expressive reading and extended writing skills are less well developed.
- Over the past three years, the school's internal assessment data shows Phase 1 consistently achieving outstanding levels against MoE curriculum standards. Phase 4 has improved from good to consistently very good in the last two years, while Phase 3 has improved from good to outstanding. Phase 2 has fluctuated between outstanding, good, and very good, with very good performance in the most recent year.
- The school's internal assessment data shows that most students in Phases 1 and 3, and a large majority of students in Phases 2 and 4 make better than expected progress over time from their starting points.
- In lessons, the majority of students in Phases 2, 3 and 4 and a large majority in Phase 1 make better than expected progress in developing their listening, understanding, speaking and reading skills against learning objectives aligned to curriculum standards.
- The school's assessment data indicates that a large majority of boys in Phases 1 and 4 and girls in Phase 2 make better than expected progress. Most girls in Phases 1, 3 and 4, students of determination in Phases 1 and 3, and gifted and talented students in Phases 2, 3 and 4 make better than the expected progress. The data shows that a majority of boys in Phase 3, high attainers in Phases 2 and 3, and students of determination in Phase 2 make better than expected progress. Most gifted and talented students in Phases 2, 3 and 4 make better than expected progress. In lessons, higher-attaining students do not always make enough progress from their starting points. Students with additional learning needs, including students of determination, do not consistently make the expected progress toward their targets.

Next Steps:

1. Improve students' writing accuracy, grammar and extended writing skills across all phases.

2. Strengthen students' pronunciation accuracy, reading fluency and expressive reading skills across all phases.
3. Improve the progress of high attainers in phases 2 and 3 and the progress of boys in phase 3.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

Subject		KG	Cycle 1	Cycle 2	Cycle 3
UAE Social Studies	Attainment	Good	Good ↑	Good ↑	Good ↑
	Progress	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 across the school attain levels above curriculum standards. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons across the phases.
- The school has no external national or international assessments across all phases for UAE social studies.
- In lessons and their recent work, the majority of students across the school demonstrate knowledge and skills that are above MoE curriculum standards.
- Over the past three years, school internal assessment data shows consistent improvement across Phases 1, 2, and 3, reaching outstanding performance in the final year. In Phase 4, results fluctuated from very good to good, to outstanding performance in the last year.
- In lessons and students' work, across all phases, the majority of students in all phases make better than expected progress in relation to appropriate learning objectives.

- The school's assessment data indicates that most of boys and girls in Phases 1, 2 and 4, students of determination in Phase 3, and gifted and talented students in Phases 2 and 3 make better than expected progress. A large majority of boys and girls in Phase 3, high attainers in Phases 2 and 3, and students of determination in Phase 2 make better than expected progress. The majority of high attainers in Phase 1 make better than expected progress. Most high attainers in Phase 4 make the expected progress. Students with additional learning needs, including students of determination, do not consistently make the expected progress toward their targets in lessons.

Next Steps:

1. Improve the progress of high attaining students in phase 4.
2. Enhance the level of support provided for students with additional learning needs including students of determination 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 ↑	Good ↑	Good ↑	Very Good ↑
	Progress	Good ↑	Very Good ↑	Very Good ↑	Very Good ↑

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the CBSE curriculum standards indicate that most students in phases 1 and 2, and the large majority in phase 3 attain levels above curriculum standards, whereas most students in phase 1 attain levels in line with the curriculum standards.
- The ACER IBT 2023/24 results indicate that most students in phases 2, 3, and 4 attain levels that are above curriculum standards. In the 2023/24 external CBSE assessments, the large majority of grade 10 students attained levels above curriculum standards. Grades 11 and 12 students took the Kerala Board external examination, where a large majority of grade 11 students and a majority of grade 12 students attained levels above curriculum standards. In the most recent PISA 2022 assessment, the reading literacy score was 411, exceeding the school target of 406.7 but below the OECD international average. In PIRLS 2021 testing, Grade 4 students reached the Intermediate International Benchmark level in Reading.
- In lessons and in their recent work, the majority of students in phases 1, 2 and 3, and the large majority in phase 4 students attain above curriculum standards. Most students read with proper stress and pause, but their intonation and pronunciation can further develop. In phase 3, students can read and analyze different aspects of stories; however, their extended vocabulary use requires further development.
- The school’s internal assessment data indicates that, over the last three years, attainment in phase 1 has consistently been outstanding. Attainment in phases 2 and 3 has improved from very good and weak, respectively, in the AY2021/22 to outstanding in phase 2 and very good in phase 3 in the last two academic years. Attainment in phase 4 has been fluctuating, improving from weak in the AY2021/22 to very good in the AY2022/23 and regressing to acceptable in the last academic year. ACER IBT assessment data indicates that attainment in English across phases 2, 3, and 4 significantly increased from weak in the AY2021/22 and 2022/23 to outstanding in the AY2023/24.

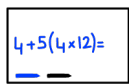
- The school's internal assessment indicates that most students in phases 1 and 2 and the large majority in phase 3 make better than expected progress, while in phase 4, most students make the expected progress over time and from their starting points.
- In lessons and in their recent work, the majority of students in phase 1 and the large majority in phases 2, 3 and 4 make better than expected progress.
- The school's assessment data shows that the large majority of boys in phases 1 and 3, and most boys in phase 2 make better than expected progress, however most boys in phase 4 make the expected progress. The assessment data indicates that most girls in phases 1, 2, and 3 and the majority in phase 4 make better than expected progress. Data also indicates that the large majority of lower-attaining students in phases 2 and 3 and the majority in phase 4 make better than the expected progress, there is no data of the progress of low attainers in phase 1. Data indicates that while the majority of high-attainers in phases 1 and 2 make better than the expected progress, most high-attainers make the expected progress in phases 3 and 4. Most students with additional learning needs, including students of determination in phases 1, 2 and 3, and most gifted and talented students in phases 2, 3 and 4 make better than the expected progress. The school does not have data to show the progress made by students with additional learning needs in Phase 4 or that of gifted and talented students in Phase 1. In lessons, higher-attaining students, lower-attaining students, and students with additional learning needs, including students of determination, do not always make enough progress from their starting points due to the limited opportunities provided for them to accelerate their progress toward their targets.

Next Steps:

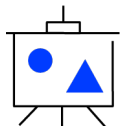
1. Provide personalized support and differentiated opportunities in lessons to ensure that higher-attaining students, lower-attaining students, and students with additional learning needs make accelerated progress toward their targets.
2. Improve phase 4 students' achievement in internal assessments.
3. Develop Phase 3 students' vocabulary range in both spoken communication and in their writing.

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:



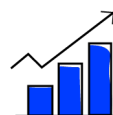
Number and quantity and their use



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

Findings:

- The school's analysis of internal assessment data at the end of the AY2022/23 indicates that most students in phase 1 and a majority in phase 2 attain levels above curriculum standards. The assessment data indicates that less than three quarters of the students attain in line with curriculum standards in phases 3 and 4. These levels of attainment do not fully align with the levels of students' knowledge and skills observed in lessons.
- In the ACER IBT assessments for the AY2023/23, most students in phases 2, 3, and 4 attained levels that are above international standards. Results of the Kerala Board Mathematics examination in the AY2023/24 indicate that most students in grade 11 attain levels in line with national and international standards, and a majority of grade 12 students attain levels above standards. In the CBSE mathematics examination in the AY2023/24, less than three-quarters of grade 10 students attained in line with national and international standards. In PISA tests in 2022 for 15-year-old students, the mean score of 417.5 is below the school target of 448.3 and the OECD international average.
- In lessons and their recent work, the majority of students in phases 1 and 4 and the large majority of students in phase 2 demonstrate mathematical knowledge, skills, and understanding that are above curriculum standards. In phase 3, most students attain in line with curriculum standards. In Phase 1, students cannot access practical mathematical resources to reinforce their understanding of concepts through investigative and problem-solving activities. Across the school, students have infrequent opportunities to apply their mathematical understanding and skills to real-life situations, particularly related to geometric shapes and understanding their properties.
- Over the past three years, internal assessment information indicates that the attainment in Phase 1 has consistently been outstanding, while in phases 3 and 4, it has been consistently weak. Attainment in phase 2 regressed from very good in the AY2021/22 and 2022/23 to good in the AY2023/24. ACER IBT assessment data indicates that attainment in mathematics across phases 2, 3, and 4 significantly increased from weak in the AY2021/22 and 2022/23 to outstanding in the AY2023/24.

- The school's internal assessment data indicates that most students in Phase 1 and the majority of students in Phase 2 make better than expected progress. However, the school's data indicates that less than three quarters in phases 3 and 4 make the expected progress over time and from their starting points.
- In lessons and students' work, the large majority of students in phase 2 and a majority in phases 1, 3, and 4 make better than expected progress.
- The school's analysis of internal assessment indicates that most boys in Phase 1 and the majority of boys in Phase 2 make better than expected progress; however, less than three-quarters of boys in Phases 3 and 4 make the expected progress. Data indicates that most girls in Phase 1 and the large majority of girls in Phase 2 make better than expected progress, while most girls in Phase 3 and less than three quarters in Phase 4 make expected progress. The data indicates that most low-attaining students in phases 1 and 2 and the large majority in phases 3 and 4 make better than expected progress. The data indicates that the majority of high-attaining students in phases 1 and 2 make better than expected progress, while most in phase 3 make the expected progress. Data indicates that most students with additional learning needs, including students of determination, in phases 1 and 2, and the majority in phase 3 make better than expected progress. Data indicates that most gifted and talented students in phases 2, 3, and 4 make better than expected progress. There is no assessment data to show the progress made by students with additional learning needs, including students of determination in Phase 4 or gifted and talented students in Phase 1.

Next Steps:

1. Improve the attainment and progress of all students in Phases 3 and 4 in internal assessments.
2. Incorporate a diverse range of hands-on practical resources to actively engage students in mathematical investigations and problem-solving activities, especially in Phase 1.
3. Integrate real-life applications to improve students' skills in working with mathematical problem-solving situations associated with everyday life.

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	Good ↑	Very Good ↑	Good ↑	Good

Findings:

- The school's analysis of internal assessment data at the end of AY2022/23 indicates that in phases 1 and 2, most students attain levels above curriculum standards. Most students in Phase 3 and less than three-quarters in Phase 4 attain levels aligned with curriculum standards.
- The ACER IBT assessment results for the AY2023/24 indicate that most students in phases 2, 3, and 4 attain levels that are above national and international standards. Kerala Board Examinations results of the AY2023/24 indicate that the majority of grade 11 and 12 students attain levels above national and international standards in physics and chemistry, whereas the large majority of grade 11 students and most grade 12 attain above standards in biology. In the AY2023/24 CBSE assessments in Phase 4, less than three quarters of students in grade 10 attain levels in line with curriculum standards. In the most recent PISA assessments, the mean score of students in sciences was 426.7, which is below the school's target of 433.7 and below the OECD international average.
- In lessons and in their recent work, the large majority of students in phase 2 and the majority of students in phases 1, 3 and 4 attain above curriculum standards. In Phases 1, 2, and 3, students acquire secure age-appropriate knowledge across a range of scientific themes. Across the school, students' development of scientific skills such as experimentation and inquiry is inconsistent due to limited available resources to engage them in independent inquiry. Across the school, students inconsistently make comparisons or draw contrasts between scientific phenomena. In phase 4, students build knowledge and develop skills through practical work in classrooms and laboratories, though their skills development is variable across the phase. They use their scientific observations to write detailed reports of the outcomes of their experiments. In most lessons across the school, students' use of scientific vocabulary and terminology to communicate their understanding of science is developing.

- The school's internal assessment data indicates that attainment has consistently been outstanding over the past three years in Phase 1. In phase 2, students' attainment improved from very good in the AY 2021/22 and 2022/23 to outstanding in the AY2023/24. Similarly, in phase 3, students' attainment improved from weak in the AY 2021/24 and 2022/23 to acceptable in the AY 2023/24. In phase 4, students' attainment has been consistently weak over the last two academic years. ACER IBT assessment data indicates that attainment in science across phases 2, 3 and 4 significantly increased from weak in the AY2021/22 and 2022/22 and 2022/23 to outstanding in the AY2023/24.
- The school's analysis of assessment data indicates that while in phases 1 and 2, most students make better than expected progress in relation to curriculum objectives, most students in phase 3 and less than three-quarters in phase 4 make the expected progress in relation to learning objectives aligned to curriculum standards.
- In lessons and in their recent work, the majority of students in phases 1, 3, and 4 and the large majority of students in phase 2 make better than expected progress.
- The school's internal assessment data indicates that in phase 1, most groups of students, including boys, girls, low attainers, and students with additional learning needs, including students of determination, make better than expected progress, and the majority of high attainers make better than expected progress. Similarly, in phase 2, most groups of students, including boys, girls, low attainers, gifted and talented students, and students with additional learning needs, including students of determination and the large majority of high attainers, make better than expected progress. Progress in phases 3 and 4 is lower than in phases 2 and 3. Data indicates that in phase 3, most gifted and talented students, students with additional learning needs, including students of determination, and the majority of girls and low attainers make better than expected progress. Most high attainers and less than three-quarters of the boys make the expected progress. In phase 4, while most gifted and talented students and the majority of low attainers make better than expected progress, less than three-quarters of boys and girls make the expected progress.

Next Steps:

1. Improve the attainment and progress of all students in Phases 3 and 4 in internal assessments to at least a good level.
2. Improve science investigation and experimentation skills in all phases and involve students in more frequently using practical hands-on resources.
3. Improve students' skills in making comparisons and contrasts between scientific phenomena, especially in phases 2, 3, and 4.
4. Provide targeted support to accelerate the progress of boys in phases 3 and 4 and girls' progress in phase 4.

Learning Skills

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

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

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

Findings:

- Across all phases and subjects, students demonstrate positive attitudes towards learning. This is especially the case in most subjects in Phase 4, where students take increasing levels of responsibility for their learning and have a realistic understanding of their own strengths and improvement needs. However, this is inconsistent In Phases 1, 2, and 3, where students sometimes need additional teacher guidance, such as cues for transitioning to the next activity. The written and oral feedback they receive is generally brief, providing adequate support in understanding specific steps for improvement.
- Students collaborate well in most subjects, working productively in groups. However, in Phase 1 and some Phase 2 classes, students are still developing the skills needed for effective collaboration, affecting their time use. While most students communicate their learning, a minority, especially in Phases 1 and 2, struggle to express their learning confidently.
- Across phases, students clearly connect their learning across subjects. Students regularly link their learning to their everyday experiences and the wider world. They focus on applying skills to make connections across subjects and real-world contexts.
- Students occasionally conduct independent research, but in most lessons, they have a narrow range of resources available, including learning technology resources, to help them find things out for themselves. Across the school, students think critically and solve problems in all subjects but have inconsistent opportunities to check their findings against different sources. In Phases 1 and 2, students occasionally use technology to enhance their inquiry skills, but access to research resources, including the library, is basic and restricted. Phase 4 offers better investigation, discussion, and innovation opportunities, but students' overall innovation skills are still developing.

Next Steps:

1. Increase opportunities for students to use learning technology to support investigations and research across all subjects throughout the school.
2. Implement targeted strategies in Phases 1 and 2 to strengthen students' collaboration skills, ensuring they use time effectively during group tasks.
3. Improve students' innovation skills across the school.

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

Personal Development

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

Findings:

- Students across all phases have positive and responsible attitudes towards learning. Students in Grades 1 and 2 of Phase 1 and in Phases 2, 3, and 4 demonstrate self-reliance and respond well to receiving feedback. However, students in KG are still developing self-reliance.
- Students in Grades 1 and 2 of Phase 1 and in Phases 2, 3, and 4 demonstrate self-discipline and respond well to others in lessons and during transition times. On the other hand, this is less consistent in KG where students’ behavior in lessons and during transitions occasionally causes disruption. Instances of bullying are extremely rare across the school. Overall, students' positive behavior contributes to a safe learning environment.
- Students across the school understand the needs and differences of others. Unity is a common theme across the school. Relationships between students and staff are positive, respectful, and cordial. Students feel safe and valued at school.
- Students across the school have a sound understanding of what constitutes a healthy lifestyle. The upper phases make appropriate choices about their own health and occasionally participate in activities that promote safe and healthy lifestyles within opportunities provided by the school. However., some students in KG do not bring healthy food to school for their lunch.
- Attendance is at least good in every phase of the school and is at 95% across the school. Students are consistently punctual in arriving at school and attending lessons throughout the day.

Next Steps:

1. Improve behavior management in Phase 1, particularly during transitions, to avoid lesson disruptions.
2. Raise awareness of healthy eating among Phase 1 students and parents to encourage them to make informed choices about the lunches they bring to school.
3. Provide more opportunities for all students across the school to participate in activities that promote safe and healthy lifestyles.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Students across all phases demonstrate an adequate understanding of Islamic values and practices. They have a sufficient understanding of how Islamic values are integrated into UAE society and can cite examples. Students develop their clear understanding through different activities and events the school holds for Ramadan and the Prophet’s birthday (PBUH).
- Students across all phases demonstrate respect and appreciation for the UAE culture and heritage. However, they only develop basic knowledge of the culture and heritage that influences life in the UAE. Students participate in national events throughout the academic year, including celebrating Flag Day and National Day.
- Students across all phases demonstrate an adequate understanding and appreciation of their own culture but have a more limited knowledge of other world cultures. They are aware of cultural diversity around the world and have classmates from different nationalities. Students have limited skills in comparing UAE culture with other cultures and identifying similarities and differences.

Next Steps:

1. Expand students' knowledge of global cultures across all phases, including their ability to compare similarities and embrace differences.
2. Strengthen students' understanding of UAE culture and heritage across the school.

Social responsibility and innovation skills

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

Findings:

- Students are generally aware of their responsibilities and participate in various school initiatives, including supervision and charity events, especially during Ramadan. In Phases 3 and 4, students show a sense of duty towards younger students. Students' overall involvement in volunteering activities is irregular across all phases.
- Students are motivated to learn and actively participate in lessons, particularly in Phase 4. However, students rarely take the initiative to generate creative ideas or make suggestions. Projects and teamwork are typically assigned rather than self-initiated, and innovation, enterprise, and entrepreneurial skills remain underdeveloped across all phases.
- Students across all phases demonstrate a basic understanding of conservation and global environmental issues, engaging in activities like recycling campaigns and participating in a student sustainability club. Regular environmentally themed assemblies are held at the school. However, students' involvement in sustainability-promoting activities and their understanding of how to contribute to environmental issues beyond the school are limited.

Next Steps:

1. Increase student volunteering in school and within the local community, across all phases.
2. Improve students' innovation, enterprise, and entrepreneurship skills in lessons, across the school.
3. Strengthen students' understanding of local and global sustainability and environmental issues, across the school.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers use their secure understanding and knowledge of their subjects to engage students and help them improve their achievement. In English, mathematics and science, teachers use their thorough subject knowledge and understanding of curriculum requirements to employ a wide range of appropriate techniques, including practical work and investigations, to convey knowledge confidently to students.
- In all subjects and phases, teachers set out their expectations and provide students with sufficient time to complete most tasks. Teachers inconsistently plan to use a wide range of resources in lessons, including learning technology resources, to fully engage students or to inspire independent inquiry. Teachers ensure that in almost all classes, there is a positive learning atmosphere based on respect and courtesy, steadily improving students' achievements over time. The lesson plan format followed does not provide specific guidance on the expected outcomes for individual students or groups, leading to broad learning objectives shared with students.
- Teachers ask questions to check students' understanding of topics. In Phases 1, 2, and 3, they occasionally build on students' answers by involving others in discussion or dialogue. This limits students' opportunities to reflect on their learning or engage in debate. In a few lessons in the lower phases, the less consistent management of students' responses hinders students' active listening. In the majority of lessons, teachers plan challenging questions based on international assessment approaches; however, these questions are asked at the very end of lessons and are occasionally rushed. Consequently, there are missed opportunities for encouraging students to think more deeply about the topics they have been studying.
- Teachers generally plan lessons that meet the needs of groups of students. However, teachers rarely provide sufficient challenge for higher-attaining and gifted and talented students in lessons, and students are rarely encouraged to take initiative on additional work when they have completed a task. Teachers provide adequate support for low-attainers and for students with additional learning needs, including students of determination.
- In Phase 4, particularly in English, mathematics, and science, teachers incorporate elements of critical thinking and independent learning, such as applying knowledge to real-world contexts. However, across the school, there are infrequent opportunities for developing students' critical thinking and problem-solving skills, particularly in lower phases. Inconsistent opportunities are provided for students to use resources, including technology, to innovate or work on more challenging work.

Next Steps:

1. Refine lesson objectives to clearly articulate the learning outcomes and achievements expected for all students by the end of the lesson.
2. Provide appropriate challenges for higher-attaining and gifted students while offering sufficient support for low-attaining students and those with additional learning needs, including students of determination, to enhance their progress.
3. Optimize time management and resource utilization, including technology, to foster critical thinking, independent learning, and innovation.

Assessment

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

Findings:

- Assessment processes at the school are mainly consistent. Assessments are linked to CBSE and MoE curriculum standards and provide measures of students' progress. However, internal assessment results do not always align with what is observed in lessons and in students' work across all phases.
- The school benchmarks students' academic outcomes against external, national and international expectations. PISA (Program for International Student Assessment) for 15-year-old students is used as an international benchmark assessment, while CBSE examinations are held for students in grades 10 and 12. ACER IBT is also used as an external assessment for grades 3-9. Grade 12 students' outcomes in the Arabic medium subjects are suitably benchmarked against MoE standards.
- Assessment data is collected and analyzed, providing important information about students' progress as individuals and as groups. Subject departments use a data-informed common progress tracking system to identify gaps in learning.
- The majority of teachers use assessment information to inform their teaching strategies. However, assessment information is often general in nature and does not always enable teachers to personalize learning for different groups of students.
- Teachers sometimes offer feedback to students in lessons, although the quality of written feedback in workbooks is inconsistent. Students are occasionally encouraged to participate in assessing their own learning and that of their peers in lessons; however, inconsistent time management usually limits this practice. Levels of challenge offered to students, especially in the lower grades are not always personalized to individual students' needs.

Next Steps:

1. Use assessment data to tailor learning strategies that support all groups of students, including lower and higher-attainers, gifted, and students with additional learning needs, including students of determination.
2. Provide regular written constructive feedback for students, highlighting progress and next steps for improvement.
3. Increase self and peer assessment opportunities to promote students' reflection on their learning.

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 curriculum is reasonably broad and balanced. The school follows the CBSE curriculum for the English medium subjects and the MoE curriculum for the Arabic medium subjects for grades 1-12. In KG, the planned curriculum provision combines best practices from the UK's Early Years Framework and the National Curriculum Framework to meet CBSE requirements. It is regularly updated according to the National Education Policy 2020, emphasizing knowledge, skills, and attitudes while providing practical learning experiences.
- The continuity and progression of learning are suitably organized across the school and phases, with the learning planned to take into account students' existing knowledge and meet the needs of the large majority of groups of students. In this way, the provision ensures that students are adequately prepared for the next phase in their education. Different tasks are suitably planned to engage students in learning but do not always meet the needs of some groups of learners. In particular, the needs of the lower-attaining, higher-attaining, gifted, and talented students and students of determination are not always consistently met. The curriculum progression is based on the prescribed textbooks, and planning is aligned accordingly to ensure that course content is delivered each term. Differentiated tasks are planned to meet the needs of most students across the school to align with the existing knowledge or starting points of all groups of students. The gaps in students' learning are identified and addressed, focusing on preparing students for international benchmarking tests. Within the taught curriculum, the focus is on ensuring students gain knowledge and is less focused on the development of students' skills.
- The curriculum offers science and commerce streams for grades 11 and 12 to choose from to meet their interests and aspirations. Grade 10 students have an option of basic and standard mathematics to choose from in Grade 11. The school is transitioning from the Kerala Board curriculum, and the first group of Grade 10 students passed their CBSE board exam in the previous year. The current grade 12 is the last group of students involved with the Kerala Board curriculum.
- Cross-curricular links and higher-order thinking questions are planned across phases and subjects. However, their impact on students' learning is inconsistent in that links do not sufficiently underpin a transfer of learning between different subjects. The lesson plans strongly focus on and build around UAE culture, National identity, sustainability development goals, and IBT-based questions. The cross-curricular links established by the school allow students to learn independently, but the development of student's critical thinking and innovation skills is inconsistent across phases and subjects.
- The school conducts reviews of the curriculum twice a year after the term assessments to ensure that the taught curriculum is aligned with CBSE expectations. However, the review process is not completely successful in ensuring the needs of all groups of students are continually met. The review process does not check sufficiently to ensure that the needs of lower-attainers, higher-attainers, gifted and talented students, and students of determination are always met.

Next Steps:

1. Ensure that the taught curriculum provision always provides a balance between helping students develop their skills as well as their knowledge.
2. Ensure that the planning of cross-curricular links consistently enables students to transfer knowledge between different subjects.
3. Ensure that taught curriculum provision reviews always check that planned work provides activities that precisely meet the needs of lower-attainers, higher-attainers, gifted and talented students and students of determination.

Curriculum adaptation

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

Findings:

- The school modifies its curriculum in a way that generally ensures that the needs and interests of most groups of students are met. However, it does not go far enough in ensuring that the needs of students with additional learning needs, including students of determination, higher-attainers and lower-attainers and gifted and talented students are met as precisely as they could be. As a result, these students do not always progress as rapidly as they could.
- The taught curriculum focuses on ensuring that students are engaged and interested in the work. However, the taught curriculum content lacks sufficient challenge to develop students' creativity and innovation skills. The overall curriculum is primarily textbook-driven, offering insufficient opportunities for innovation and enterprise skills development. Some adaptations to the CBSE curriculum are made to incorporate knowledge about local conditions in the UAE to do with natural resources, animals and plant life. However, the provision of enrichment activities such as through assemblies and clubs is infrequent. While the school provides some suitable extra-curricular activities, there remains much scope to broaden and enhance this provision.
- The curriculum promotes secure understanding and pride in UAE National Identity, reflected in lesson planning, classroom displays, and school events, fostering a broader appreciation of UAE values and culture among students.

Next Steps:

1. Ensure the taught curriculum is adapted effectively to meet the needs of all groups of students including lower-attaining, higher-attaining, gifted and talented students and students with additional learning needs, including students of determination.
2. Provide opportunities to promote enterprise, innovation, creativity across curriculum.
3. Broaden the range of extracurricular activities offered to students across the school.

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	Acceptable	Acceptable	Acceptable	Acceptable

Findings:

- The school has adequate procedures for the safeguarding of students, including child protection. The arrangements for child protection and safeguarding are outlined in the policy and made available to all stakeholders. The school takes adequate steps to protect students from all forms of abuse, including bullying, through the implementation of basic anti-bullying policies, anti-bullying week, and staff training during induction. The majority of staff, students, and parents are aware of these procedures.
- The school meets the general requirements for maintaining the health and safety of students and staff. Staff understand their roles and responsibilities in ensuring health and safety, and while safety checks are completed regularly, a few minor issues require attention. Supervision of students is effective in the upper phases on the school campus. However, in the KG, supervision is inconsistent during transitions and dismissal. Supervision of school transportation is effective, but monitoring of seatbelts is inconsistent.
- The building and equipment are maintained in sound repair, ensuring a functional learning environment for all students and staff. The school conducts routine safety checks and maintains accurate and secure records, including records of incidents and repairs.
- The physical premises and facilities provide a safe, fit-for-purpose environment for all. The infrastructure, including classrooms and science and computer labs, adequately supports the students' learning environment. All areas of learning are generally accessible to all, including students and adults who may have mobility issues. The school does not have an elevator but provides an evacuation chair for those in need.
- The school promotes awareness of safe and healthy living through its healthy living/lifestyle policy. Every two months, the school nurse provides some lessons and displays for the students regarding healthy living. Overall, there is significant potential for further developing the school's programs to enhance students' understanding and awareness of how to maintain a healthy lifestyle. The canteen serves cold foods that are included on ADEK's healthy foods list, but there is inconsistent monitoring of children's food choices in the KG classes. Opportunities for physical exercise are provided through Physical Education lessons and sports teams, although participation is limited to a minority of students.

Next Steps:

1. Provide more opportunities for students across all phases to participate in activities that promote healthy lifestyles and ensure all students and parents access the information that is provided.
2. Implement more rigorous monitoring of KG students' snack choices to ensure they bring only healthy food options to school.
3. Improve the rigor of procedures for supervision in the KG section of Phase 1, especially during transitions time between lessons and at dismissal times.

Care and support

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

Findings:

- In all phases, staff and students enjoy positive, courteous relationships. A culture of tolerance and courtesy prevails throughout the school, supported by effective systems for managing student behavior, including a comprehensive behavior management policy signed by students, parents, and staff. However, the school has yet to implement an agreed system for rewarding students for positive behavior. There remains scope for improving the management of students' behavior in the KG.
- There are effective procedures in place for promoting attendance and punctuality. Students' positive attitudes are reflected in the rates of attendance across all phases. Most students arrive on time for school in the morning, and almost all arrive punctually for lessons.
- The school leaders have established adequate systems to identify students of determination and those with particular gifts and talents. Currently, 8 students (1%) are identified as students of determination, and 3 students (0.5%) are recognized for their academics and other talents. Students of determination follow individual education plans (IEPs) both in class and in the inclusion room, while gifted and talented students engage in advanced learning plans in class and through school clubs, such as the innovation club. IEPs are regularly reviewed and updated with input from parents and teachers, and inclusion teachers work alongside subject teachers to adapt lesson plans as necessary.
- The school does not offer in-school support services (ISSS) for students with additional learning needs, including students of determination. The school provides appropriate support in main classrooms and during inclusion room sessions. However, the inconsistent implementation of plans in lessons limits their effectiveness in improving student achievement. Teachers do not consistently offer targeted support for lower-attainers, higher-attainers, students of determination, and gifted and talented students, preventing these groups from reaching their full potential. While pull-out lessons for a few students of determination, taught by specialist teachers, offer personalized support (e.g., in reading), these students experience better success in class. However, in most lessons, gifted and talented, and higher-attaining students are not sufficiently challenged, hindering the acceleration of their learning. Additionally, opportunities for gifted and talented students to extend their skills through extra-curricular activities are limited.
- Students' well-being and personal development are efficiently monitored by teachers and school leaders at intervals throughout the year. The suitably qualified school counselor provides personalized support and guidance for all students where this is needed. Recently introduced arrangements for careers and vocational education guidance help students to make the best choices for Grades 11 and 12 study and alert them to future options such as university or vocational education and training.

Next Steps:

1. Enhance the school's systems for recognizing students' personal development, positive behavior, and academic achievements.
2. Expand extra-curricular activities to better challenge and extend the skills of gifted and talented students.
3. Ensure consistent implementation of lesson plans and targeted support for all groups of students to reach their full potential, particularly in Phases 1, 2, and 3.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good 

Findings:

- The senior leadership team, comprised of the principal, vice principal, and the teaching and learning and assessment leader, demonstrates a commitment to the UAE's national priorities and inclusion. The principal shares a clear direction with staff and students, emphasizing the importance of national priorities, including sustainability, tolerance, and promoting UAE National Identity. The senior leadership team is well supported by a group of middle leaders who oversee specific subject areas and other roles. The leadership of the principal and his senior team and the relationships and commitment among staff leading to positive staff morale are key elements influencing the overall school environment and students' experiences at school.
- Senior and middle leaders demonstrate an appropriate and secure understanding of the curriculum and best practices in teaching and learning. However, their impact on raising students' standards is not inconsistent across phases and subjects. Senior leaders recognize the need for a more comprehensive approach to ensure that internal assessment data accurately reflects students' outcomes. Ongoing improvements are happening in this area. Also, there remains much scope for improving school leaders' knowledge of current best practices in helping teachers use digital technologies to support teaching and learning inside and outside the classroom. The principal and vice principal ensure that a culture of sharing effective practices and supporting staff is a fundamental aspect of their efforts to build the school's capacity and culture.
- Professional and friendly relationships and communication exist throughout the school. The principal effectively delegates leadership responsibilities, ensuring students receive the appropriate care and support. Leaders at all levels are aware of their roles and responsibilities. However, they have not yet reached the stage where their student achievement judgments are consistently accurate. Morale throughout the school is positive.
- The principal and school staff know the school's improvement priorities. The senior leadership team acknowledges the importance of enhancing the skills of middle leaders in accurately evaluating teaching quality and monitoring students' attainment and progress in classrooms. An extensive professional development program has been implemented to reinforce middle leaders' abilities in this area. Leaders show a sufficient capacity to improve the school further over time.
- Accountability is collectively shared but is still in a developmental phase due to weaknesses in the application and analysis of reliable assessment data. Leaders have improved some aspects of the school's performance, such as students' personal development. They maintain overall good school performance. They ensure that the school is compliant with statutory requirements.

Next Steps:

1. Provide targeted professional development focused on using assessment data to identify gaps and implement corrective actions to ensure consistency in raising student achievement.
2. Equip teachers with the necessary skills to integrate digital technologies effectively into teaching and learning, emphasizing its use to enhance student engagement and learning outcomes.
3. Build the capacity of middle leaders to evaluate teaching quality and monitor student progress with accuracy and precision.

School self-evaluation and improvement planning

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

Findings:

- The school self-evaluation process makes full use of internal and external assessment data and suitably informs the school's improvement plan. However, the process is not as precise as it could be, as there is currently a need for greater accuracy with the judgments about achievement within the school's assessment data. The self-evaluation also needs to align more closely with the UAE Inspection Framework. The senior leadership team involves senior staff and the Board of Governors in the self-evaluation process. The senior leadership team is generally aware of the school's strengths, main priorities, and areas requiring improvement.
- The monitoring of teaching and learning is adequate and conducted by senior and middle leaders. Teachers are involved in the process, and professional development is arranged to support teachers improve their work based on the feedback they receive. However, current lesson observation processes do not always provide sufficiently precise evaluations of the quality of teaching and learning and, thereby, do not provide a fully secure basis for feeding back to teachers. Learning walks occur regularly, particularly for new teachers. The observation forms include relevant criteria, with adequate emphasis on students' progress and the impact of teaching on students' learning. Lesson observation forms need to be more evaluative than they currently are in order to provide a clearer basis for giving feedback to teachers.
- The school improvement plan is implicitly linked to the school self-evaluation and generally identifies areas for improvement and outlines suitable strategies for development. The targets are mostly SMART (Specific, Measurable, Achievable, Relevant, and Time-bound), and the plan includes a clear assignment of responsibilities and a defined timeline for review. However, the school is still developing procedures to track how targets in the plan are progressing.
- The school monitors and manages changes competently. There has been progress in addressing most of the recommendations from the previous inspection report. The school has been successful in making improvements; however, some of these have yet to fully impact students' rates of progress, including the different groups, in internal assessments especially across phases 3 and 4.

Next Steps:

1. Improve the self-evaluation process by ensuring it is informed by more accurate assessment information and aligns more closely with the UAE Inspection Framework.
2. Improve current lesson observation processes and ensure that all observations include precise evaluations of the quality of teaching and learning and its impact on students.
3. Ensure that the school improvement plan includes clear systems for tracking progress toward the targets set within the plan.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

- Parents are regularly engaged in the life and work of the school, showing high levels of respect for school leaders and teachers and recognizing the school's commitment to personalized learning for their children. They feel their input is valued in school improvement plans, and parents of students of determination appreciate opportunities to partner in their children's education. However, there is room to broaden parental involvement during school hours and to expand their role in supporting learning. Some parents express a desire for enhanced extracurricular offerings and greater access to technology for learning. Some parents remain unaware of the school's key priorities and post-inspection plans.
- The school's communication with parents is effective in ensuring parents are informed about their children's learning and development. The school has a range of communication channels such as students' diaries, weekly circulars, surveys, and an 'Educore' portal where information and progress reports are available. Parents and students communicate with teachers through WhatsApp messages, by phone calls to the school, principal, teachers, help desk and visits. Parent-teacher meetings are scheduled every term where teachers share feedback to encourage parents to participate in their child's improvement planning.
- Parents appreciate the regular communication provided through the 'Educore' online app, which keeps them informed about their children's participation, progress, and areas needing improvement, particularly in relation to international and standardized assessments. The reporting system is thorough, offering clear insights into academic progress, effort, and personal and social development across all grades. Report cards effectively explain the methodology behind term grade calculations. Parents generally feel that they get sufficient ideas and support from the teachers to help improve their children's learning at home.
- The school makes regular links with sister schools and colleges of the group located in UAE and abroad, which support teachers' professional development and connect students to higher education pathways. However, the school does not currently have sufficient links with existing international entities and connections with local and international universities to provide students with more effective opportunities to broaden their life skills and enrich their learning. The school is involved with local charity partnerships and organizes contributions to local charities during festive times.

Next Steps:

1. Develop a full range of opportunities for parents to contribute to school activities, particularly academic activities, to reinforce their role as partners in their children's education.
2. Ensure parents have a full picture of the school's priorities for future improvement.
3. Explore ways to expand links with international organizations to broaden students' life skills and enrich their learning.

Performance Indicator	Quality judgement
Governance	Acceptable

Findings:

- The Board of Governors is composed of five members, including two parents. There remains scope for enhancing the Board representation through greater involvement of the parents and the consideration of student representation on the Board. The Board is the same for all five schools in the group of schools to which the New Indian Model School belongs. The Board has a small number of permanent members and maintains the option to co-opt internal corporate experts when required. Board members are regularly present in the school, and they seek the opinions of parents through surveys and meetings as required. The Board has a clear vision of how the school serves its community.
- The Board has a system to hold the principal and senior leaders accountable, using information from quarterly reports, regular school group meetings, and stakeholder satisfaction surveys to make the Board aware of how the school is progressing.
- The Board has ensured that all staff are suitably qualified, and regular, targeted professional development opportunities are provided for teaching and management staff. There is much scope for the Board to examine and improve the current provision of resources for teaching and learning and, in particular, the need to improve the provision of learning technology across the school in lessons. There also remains scope for governors to support the school in providing training for teachers in ensuring full support provision for lower-attainers, higher-attainers, students of determination and gifted and talented students. The Board is effective in ensuring all statutory requirements are met at the school.

Next Steps:

1. Improve the representation of and involvement of parents in the governing body and consider the involvement of student representation.
2. Support the school in enhancing its teaching and learning resources, particularly by improving the availability of learning technology in lessons.
3. Support school leaders in improving teacher training to meet the needs of all students, including lower-attainers, higher-attainers, students of determination, and the gifted and talented.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the school's day-to-day management are adequately organized to impact students' learning and achievement. The school has adequate systems and routines in place. The timetable and supervision schedules ensure that the school generally runs smoothly and efficiently. Morning arrival and afternoon dismissal are managed and supervised for safe transitions and to minimize safety concerns. However, there remains a current need to further improve supervision in some areas of the school, especially during the times when teachers transfer between lessons, to ensure full safety and security.
- The school is adequately staffed to fulfill its mission and vision, with staff being suitably deployed to support teaching and learning. However, there is a current need for a librarian, and a need for classroom assistants in the KG section of Phase 1. Almost all staff members are suitably qualified. Professional development is planned and designed to align with the school's key priorities. Staff benefit from regular in-house professional development as part of a continuous professional training program. However, more professional development is required for teachers in best practices in supporting students of different abilities as well as the different groups of students.
- The school facilities and premises are adequate, and all learning areas across the school are of adequate quality. Shared facilities are available for students to use during timetabled activities. The use of these spaces supports social and academic learning. However, the provision of technology to support teaching and learning is limited. Access to and within the school premises is appropriate for all students. Although the classrooms are small compared to the number of students, they adequately support teaching and learning.
- Resources available to support teaching and learning in all subjects and across all phases are limited in quantity and quality, especially in terms of the provision of hands-on practical equipment to support students' learning.

Next Steps:

1. Increase the range of digital, teaching and learning resources available to staff and students across all subjects and phases.
2. Reinforce the systems for supervision, especially during class transition times.
3. Proceed with appointing a school librarian and teaching assistants to support learning in the KG section of Phase 1.
4. Ensure teachers receive professional development on the best practices of supporting students with different abilities as well as the different groups of students.