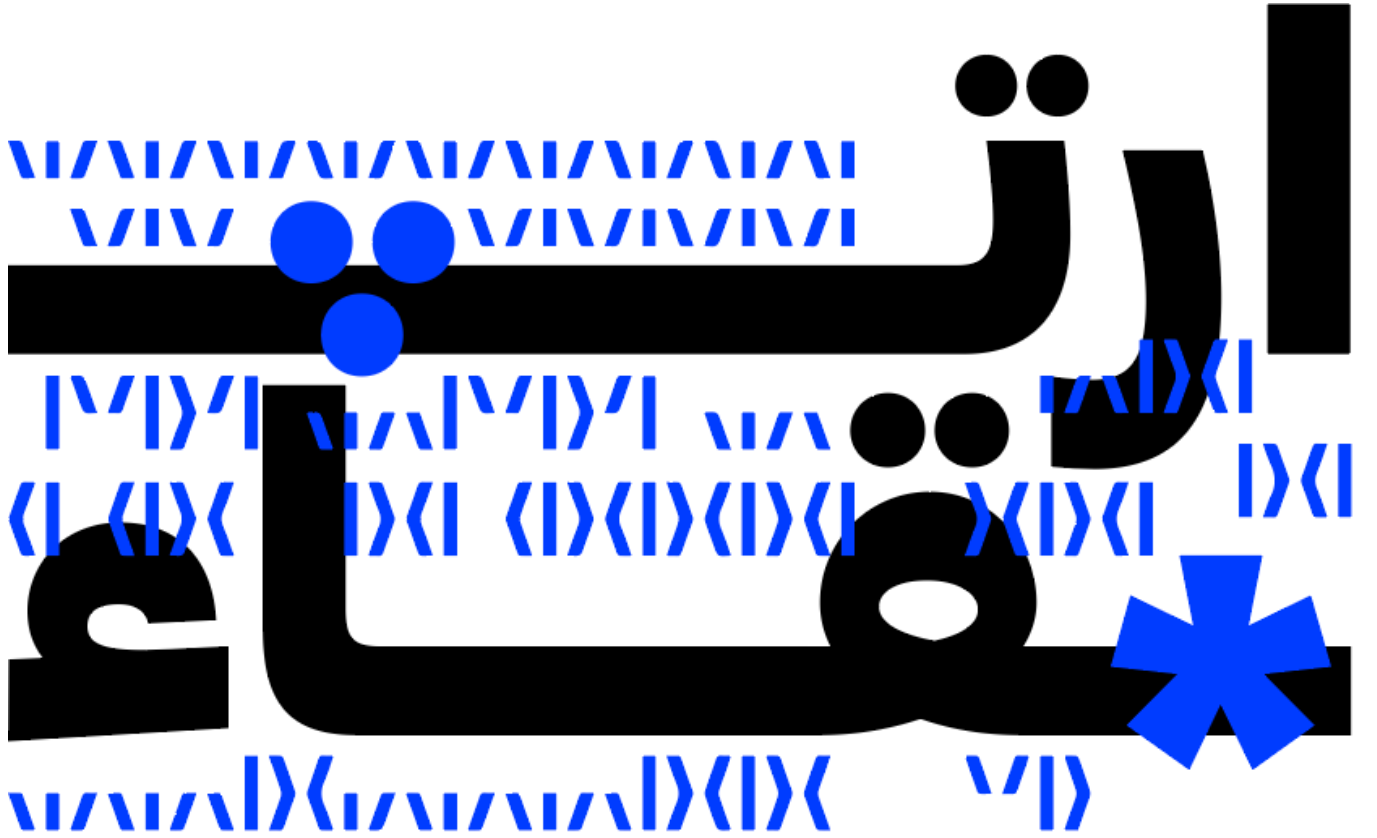




Irtiqa'a School Inspection

AY 2023/24

Ryan International School

Rating: Acceptable

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School Information

General Information		
	Name	Ryan International School
	Esis Number	9260
	Location	Abu Dhabi, KHALIFA CITY, SE45_04, P38
	Website	https://www.ryaninternational.org/site/masdar
	Telephone	025527525
	Principal	Pradnya Pravin Chachad Motiram Krishnaji Rajpurkar
	Inspection Dates	12 to 15 Feb 2024
	Curriculum	CBSE

Information On Students

Cycles	Cycle 1 - Cycle 2 - KG
Number of students on roll	781
Number of Emirati students	4
Number of students of determination	14
Largest nationality group of students	India - Pakistan - Ethiopia

Information On Teachers

Number of teachers	36
Nationalities	India - Sudan - Pakistan
Number of teaching assistants	3

Changes since the previous inspection

Since the previous inspection report, the school's overall performance has remained acceptable.

Attainment and progress have remained acceptable in Islamic education, and social studies. Achievement in Arabic as a second language, continues to be weak across all phases. Attainment and progress have remained acceptable in all phases in the English medium subjects.

Teaching and assessment have remained acceptable overall. The health and safety of students, including child protection, continue to be a strong feature of the school and remain very good. The care, guidance, and support of students continue to be good in all phases. The quality of leadership and management remains overall acceptable, with continued strengths in partnerships with parents and governance.

Since the previous inspection, student numbers have grown from 400 to 775, with the addition of new classes and teachers in the foundational and elementary phases. Many clubs, partnerships, and events have also been restored to support student's personal and social development skills. New roles have been appointed, including subject heads of departments, a Special Educational Needs Coordinator (SENCO), and an Islamic education teacher.

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

The school has taken part in the most recent Trends in International Mathematics and Science Study (TIMSS 2023) and is awaiting the publication of results.

The school benchmarked students against PIRLS 2021. The school has no eligible students and consequently, has not participated in PISA. The school has an understanding of international benchmarks and regularly promotes the importance of doing well in these assessments with parents and students. Leaders have provided in-house teacher training regarding critical thinking and problem-solving questions in English medium subjects. As a result, teachers deliver weekly problem-solving questions using the language of the benchmark assessments.

Performance in standardized and international assessments

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

Standardized Assessments

- Students taking the Asset standardized assessment (2022/23) in grades 3 – 8 attained weak standards in English, math, and science overall. In grades 7 and 8, they attained acceptable standards in English.
- The number of students achieving the expected standard has been variable over the last two years.

International Assessments: TIMSS, PISA, PIRLS

- Results for the PIRLS 2021 benchmark students' attainment in Grade 4 at the high international level. Scores were 607.

Reading

The school's library boasts 3,673 books, including 2,171 in English, 940 in Arabic, and 300 eBooks. It is well-stocked with a diverse range of reading materials, from fiction and non-fiction to textbooks and previous question papers. A special section is tailored for the foundation phase and lower grades, with child-friendly furniture and accessible book arrangements. Foundational phase classrooms have their collections, and teachers facilitate in-class reading by borrowing library books.

Library access is structured, with grades 1 and 2 visiting twice weekly, and grades 3 to 9 through scheduled lessons, overseen by a qualified librarian. Despite some conducted programs like Ryanostav, Literacy Week, and visits to the Abu Dhabi Book Fair, overall efforts to engage students in reading competitions and programs are limited. The school participates in inter-school competitions within the Ryan group, highlighting its commitment to fostering a competitive spirit in reading.

Reading skill improvement efforts since the last inspection reveal inconsistencies, driven by centrally sourced programs for selected grades. English classes dedicate a period to reading, where students from grades 1 to 9 select books and write synopses as summer homework. In KG, there is an inconsistency in the use of phonics and a lack of progress tracking in reading development.

From Grade 3, the curriculum shifts towards reading comprehension in both English and Arabic, supported by weekly guided sessions. Despite this, reading assessments in the foundational and elementary phases lack systematic level monitoring. External reading competitions have seen participation and success, with engagement with wider reading challenges.

Parents are actively encouraged to support home reading, with the school providing guidelines and promoting reading through various channels, including book fairs and spelling bee competitions. Efforts to foster a reading culture are visible around the school, with promotional materials and events aimed at enhancing literacy and reading enjoyment among students.

Strengths of the school

- Students' personal development, positive attitudes, and understanding of Islamic and Emirati cultures are well developed.
- The school has rigorous protocols and stringent arrangements for health and safety across all phases. The school has implemented comprehensive systems that prioritize the wellbeing of individuals in every phase.
- The day-to-day management of the school, is well organized, efficient, and effective.

Key Recommendations

1. Improve achievement in all core subjects and learning skills across the school by:

- enhancing writing, reading, and speaking skills for students where Arabic is an additional language
- extending independent English writing skills across all phases
- ensuring that students across all phases can apply skills and can successfully analyze findings in mathematics
- ensuring that students in science across all phases have more opportunities to develop scientific thinking, inquiry, and investigation skills by undertaking practical experiments
- ensuring that children in KG are actively involved in age-appropriate learning tasks
- ensuring that students can effectively access and use technology across all phases and subjects for research and independent learning activities.

2. Improve the impact of teaching and assessment by:

- ensuring that teachers plan purposeful lessons that provide appropriate pace, support, and challenge especially for higher-ability students and those identified as gifted and talented.
- improving the use of resources across all phases, including the use of specialist laboratories in mathematics and science in the middle and secondary phases to enable students to develop subject specific skills.
- reducing the reliance on textbooks and worksheets and incorporating more interactive and technology-based learning activities.
- providing all students with clear and consistent feedback in their workbooks so that they know where their strengths are and what they need to do to get better.
- strengthening teacher's use of assessment across all phases and subjects to challenge and support students' progress and meet their needs.
- ensuring assessment data is accurately aligned to curriculum standards.

3. Improve curriculum design, implementation, and adaptation by:

- reviewing the curriculum so that there is continuity between and across phases to ensure it develops the relevant skills and knowledge that students need as they progress through the school.
- incorporating experiential and inquiry-based learning opportunities in subjects, particularly in the foundational, elementary, and middle phases, to enhance student engagement and understanding.
- improving children's and student's innovation, creativity and enterprise skills in lessons as well as outside of classrooms.
- enhancing the adaptability of the curriculum to address the needs of students with different learning styles and abilities, including gifted and talented students.

4. Improve the impact of leadership and management by:

- ensuring that all leaders at all levels are focused on increasing student achievement and demonstrating secure knowledge of best practices in teaching, learning, and assessment.
- ensuring self-evaluation is based on multiple reliable evidence to provide a more realistic and accurate judgment and identify the strengths and areas for improvement.
- aligning the monitoring of teaching in lessons and the quality of achievements with the UAE School Inspection Framework.
- seeking the views of parents on key improvement priorities.
- ensuring sufficient learning resources in all subjects, including the use of technology.
- strengthening self-evaluation so that evaluations are accurate and reliable and take account of stakeholder's views.

Overall School Performance: **Acceptable**

PS1: Students' achievements					
Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable
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	Not Applicable	Weak	Weak	Acceptable
	Progress	Not Applicable	Weak	Weak	Acceptable
UAE Social Studies	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable

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	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good

PS3: Teaching and Assessment

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

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	Acceptable
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	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable

Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the Ministry of Education (MoE) curriculum standards indicates that a large majority of children and students across all phases, including the new Grade 9 class in the secondary phase 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 national or international external assessments for Islamic education.
- In lessons and their recent work, most children and students across all phases demonstrate knowledge of Islamic teachings, etiquette, and Hadeeth in line with the curriculum standards. In phases 2, 3, and Grade 9, students can identify the social and humanitarian fields that have distinguished and emerged with prominent Islamic figures. They demonstrate love, compassion, and appreciation to the prophet Mohammad (PBUH). However, they inconsistently apply Quran recitation rules on unfamiliar "Suras" and only a few students demonstrate grade-level understanding of contemporary issues and challenges and can analyze them and suggest solutions based on Islamic principles and rules. In all phases, only a few students demonstrate a clear understanding of the meanings of prescribed Surah and Hadeeth. They are inconsistent in demonstrating a secure knowledge of Islamic law and principles, including their application in real life.
- Over the past two years, the school's internal attainment data suggests that most students' attainment has consistently been very good in phase 2 and good in phase 3. The school does not have three years of assessment information.
- The school's analysis of internal assessment data indicates that in grades 1 and 2 of the foundational phase

and Grade 7 in the middle phase, a large majority make better than expected progress. Internal assessment data for other grades in the elementary, middle, and secondary phases suggests that students' progress is variable in each grade.

- In lessons and work scrutiny, most students in all phases make expected progress against the learning objectives in line with the curriculum standards. However, in grades 1 and 2, a few make limited progress in recalling the prescribed surah and hadith.
- There is no detailed analysis of the school's internal assessment data for the progress of different groups of students.
- In lessons, boys and girls make similar progress across all phases. Students with additional learning needs, including students of determination, usually make the expected progress toward their targets. Lower and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Raise students' attainment in all subject areas, particularly understanding of the prescribed Surah and Hadeeth.
2. Raise students' understanding of Islamic laws and principles in the elementary and middle phases.
3. Strengthen students' understanding of contemporary issues and challenges and raise their capacity to analyze them.

Arabic as a second language

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a second language	Attainment	Not Applicable	Weak	Weak	Acceptable
	Progress	Not Applicable	Weak	Weak	Acceptable

Findings:

- The school's analysis of internal assessment data at the end of academic year 2022/23 indicates that a large majority of children and students across all phases, including the new Grade 9 class in the secondary phase, 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 internal or external international assessments for ASL.
- In lessons and their recent work, less than three-quarters of students in grades 1 and 2 in the foundational phase, elementary, and middle phases, and most students in the secondary phase demonstrate listening, speaking, and reading skills in line with curriculum standards. Only a few students in the elementary and middle phases who have been learning ASL for more than two years can read familiar and sight words or speak to communicate their learning. Most students rarely construct correct sentences with appropriate patterns and vocabulary. Students who have been learning ASL for more than four years in the secondary phase are developing their language skills in line with expectations. They can understand simple short texts with key information and find the meaning of new words, but they rarely do this independently.
- The school does not have three years of assessment information, and the school does not measure trends in attainment over time for ASL.
- The school's analysis of internal assessment data indicates that the majority of students in grades 1 and 2 of the foundational phase, Grade 5 in the elementary phase, and Grade 7 in the middle phase make better than expected progress. In other grades, internal data indicates that a large majority make better-than-expected progress over time and from their starting points. This is the first academic year for Grade 9 in the secondary phase, and no progress data is yet available.
- In lessons, only a majority of students in grades 1 and 2 in the foundational, elementary, and middle phases and most students in Grade 9 in the secondary make the expected progress in lessons in developing their listening, understanding, speaking, and reading skills, including reading for comprehension.
- There is no detailed analysis of the school's internal assessment data for the progress of different groups of students. In lessons, boys and girls make similar progress across all phases. In lessons, students with additional learning needs, including students of determination, make less than the expected progress toward their targets. Lower-attaining students do not always receive sufficient support to make the expected progress. Higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Improve students' attainment in all language skills, with a particular focus on reading familiar words in the foundation, elementary, and middle phases.
2. Improve independent reading comprehension skills in Grade 9 in the secondary phase to reach a good level.
3. Accelerate the progress of all children and students in all phases by developing their language skills to reach good levels, with a particular focus on speaking in correct sentences using a wider range of vocabulary.

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	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable

Findings:

- The school's analysis of internal assessment data at the end of academic year 2022/23 against the Ministry of Education (MoE) curriculum standards indicates that a large majority of children and students in the foundation, elementary and middle phases, attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- There are no external, national, or international assessments for social studies for all phases.
- In lessons and their recent work, most children and students in all grades demonstrate knowledge and skills in line with MoE curriculum standards. In the foundation and elementary phases, students' practical navigation skills are inconsistent. In the secondary phase, students only occasionally demonstrate a clear understanding of global economics and its impact on the UAE. They do not fully understand the role of the UAE in the world economy.
- The school does not have three years of assessment information, and the school does not measure trends in attainment over time for social studies.
- The school's analysis of internal assessment data indicates that the majority of students in grades 1 and 2 of the foundation phase, Grade 5 in the elementary phase, and Grade 7 in the middle phase make better than expected progress over time and from their starting points. This is the first academic year for Grade 9 in the secondary phase.
- In lessons across all phases, most children and students make the expected progress in developing their understanding of the geography and history of where they live. In the foundational and elementary phases, students progress in their understanding of the UAE's neighbors. In the middle phase, most students make the expected amount of progress, particularly around how demographics explain geographical change. However, they make less progress in gaining knowledge about significant cultural milestones.
- There is no refined analysis of the school's internal assessment data for the progress of different groups of students. In lessons, boys and girls make similar progress across all phases. Students with additional learning needs, including students of determination, usually make the expected progress toward their targets. Lower

and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Enhance students' knowledge of the impact of the UAE on the world economy in the secondary phase.
2. Improve students' practical navigational skills in the foundational and elementary phases.
3. Enhance students' knowledge of how demographic changes affect the countries in the middle phase.

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	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

Findings:

- The school's analysis of internal assessment data at the end of academic year 2022/23 against Indian CBSE curriculum standards indicates that in the foundational phase, most KG children and a large majority of students in grades 1 and 2 and the elementary phases attain levels above curriculum standards. In the middle phase, most students attain levels in line with curriculum standards. This level of attainment does not align with the levels of student's knowledge, skills, and understanding observed in lessons in the foundational, elementary phases. However, in the middle phase, it aligns with students' knowledge and understanding in lessons.
- There are no external curriculum-linked CBSE board examinations, as there are no eligible students. The school did not participate in PISA because there were no eligible students. Results for PIRLS 2021 reading benchmarked students' attainment in Grade 4 at a high international level. Scores were 607.
- The school has conducted the ASSET standardized assessments to benchmark students' attainment in grades 3 to 8 (2022/23). The results of grades 4 and 5 indicate good attainment, while grades 6 and 8 indicate weak attainment. In Grade 3, results suggest acceptable levels of attainment, and in Grade 7, the attainment is outstanding.
- In lessons and their most recent work, most students in all phases demonstrate acceptable levels of literacy skills, particularly in speaking and listening; however, their writing lacks accuracy in the use of grammar, spelling, and punctuation, and only a few students in the middle and secondary phases are able to write using extended vocabulary. In the foundational phase, children's and students' skills in using phonics to decode unfamiliar words are less well developed.
- Over the past two years, the school's ASSET data suggests that most student's attainment has consistently been below expectations. The school does not have a record of three years of assessment information.
- The school's analysis of internal assessment data indicates that most children in the foundational phase, a majority of students in elementary, and a large majority of students in the secondary phase make better

than expected progress over time and from their starting point at the beginning of the academic year.

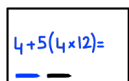
- In lessons and their most recent work, most students in all phases make the expected progress toward the learning objectives in line with curriculum standards.
- There is no detailed analysis of the school's internal assessment data for the progress of different groups of students. In lessons, boys and girls make similar progress across all phases. Students with additional learning needs, including students of determination, usually make the expected progress toward their targets. Lower and higher-attaining students do not always make the progress they are capable of.

Next Steps:

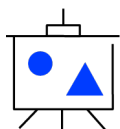
1. Enhance children's and students' speaking skills through using phonics to decode unfamiliar words and practice their pronunciation, in the foundational phase.
2. Improve students' writing skills to form grammatically correct sentences, using correct spelling and punctuation across the school.
3. Enhance students' skills of speaking fluently with proper intonation and writing using extended vocabulary in the middle and secondary phases.

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:



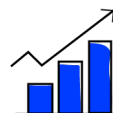
Number and quantity and their use



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	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

Findings:

- The school's analysis of internal assessment data at the end of academic year 2022/23 against Indian CBSE curriculum standards indicates that in the foundational phase, most KG children and a large majority of students in grades 1 and 2 and in the elementary phase attain above curriculum standards. In the middle phase, a majority of students attain above curriculum standards. This level of attainment does not align with the levels of student's knowledge, skills, and understanding observed in lessons.
- The school did not participate in PISA because there were no eligible students. The results of the TIMSS international assessments (2023) have not yet been received. The school has conducted the ASSET standardized assessments to benchmark students' attainment in grades 3 to 8 (2022/23). The results across grades 3, 4, 6, and 8 indicate weak attainment. In Grade 5, results suggest good levels of attainment, and in Grade 7, that attainment is outstanding.
- In lessons and recent work, most children and students attain levels that are in line with curriculum standards. In the elementary phase, students show adequate knowledge of basic mathematical operations and place values. However, their basic number skills, including addition, subtraction, and fractions, are less secure. In the middle and secondary phases, students employ formulas and identify changes and relationships in algebra. However, only a minority of students in phases 3 and 4 can confidently tackle complex problems and employ mathematical thinking to solve them.
- Over the past two years, the school's internal attainment data suggests that most children and student's attainment has consistently been above CBSE curriculum standards.
- The school does not have records of three years of assessment information.
- The school's analysis of internal assessment data indicates that most children in KG make better than expected progress over time and from their starting point at the beginning of the academic year. In grades 1 and 2 of the foundation phase and Grade 7 in the middle phase, internal data indicates that a large majority make better than expected progress. Internal assessment data for other grades in the elementary, middle, and secondary phases suggest that student progress is variable in each grade.
- In lessons in KG, most children make the expected progress in developing their spatial awareness and ability

to make comparisons. In the elementary phase, most students make expected progress toward learning objectives in line with curriculum standards. Their progress in applying mathematical reasoning to solve word problems is emerging. In the middle and secondary phases, most students make the expected amount of progress, particularly in geometry.

- There is no detailed analysis of the school's internal assessment data for the progress of different groups of students. In lessons, boys and girls make similar progress across all phases. Students with additional learning needs, including students of determination, usually make the expected progress toward their targets. Lower and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Accelerate students' progress in the elementary phase in applying mathematical reasoning to solve word problems.
2. Improve students' basic knowledge and fluency in number skills, especially their ability to solve problems with addition, subtraction and fractions.
3. Raise attainment in the middle and secondary with a focus on applying mathematical skills, especially employing mathematical thinking to solve problems.

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	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

Findings:

- The school's analysis of internal assessment data at the end of academic year 2022/23 against Indian CBSE curriculum standards indicates that in the foundation phase, most KG children and a large majority of students in grades 1 and 2 attain levels above curriculum standards. A large majority of students in elementary attain levels above curriculum standards. In the middle phase, the majority of students attain above curriculum standards. This level of attainment does not align with the levels of student's knowledge, skills, and understanding observed in lessons.
- There are no external curriculum-linked CBSE board examination results. The school did not participate in PISA because there were no eligible students. The results of the TIMSS international assessments (2023) have not yet been received. The school has conducted the ASSET standardized assessments to benchmark students' attainment in grades 3 to 8 (2022/23). The results across grades 3,4,5, 6, and 8 indicate weak attainment. In Grade 7, results suggest that attainment is outstanding.
- In lessons and their most recent work, most children and students in the foundational and elementary phases demonstrate knowledge and skills of physical and life sciences that are in line with curriculum standards. However, scientific thinking, inquiry, and investigative skills are underdeveloped. Students conduct simplistic scientific investigations, using limited resources to support their learning. Most students in the middle and secondary phases demonstrate knowledge, skills, and understanding of earth and space sciences that are in line with curriculum standards. Students' knowledge and application of scientific principles, their practical skills in conducting experiments and interpreting data are underdeveloped.
- Over the past two years, the school's internal attainment data suggests that most children and student's attainment has consistently been above CBSE curriculum standards.
- The school does not have a record of three years of assessment information.
- The school's analysis of internal assessment data indicates that most children in KG make better than expected progress over time and from their starting point at the beginning of the academic year. In grades 1 and 2 of the foundation phase and Grade 7 in the middle phase, internal data indicates that a large majority

make better than expected progress. Internal assessment data for other grades in the elementary, middle, and secondary phases indicates variable progress across the grades.

- In lessons, most children and students in all phases make the expected progress in developing their scientific knowledge, but they make less progress in developing scientific skills.
- There is no refined analysis of the school's internal assessment data for the progress of different groups of students. In lessons, boys and girls make similar progress across all phases. Students with additional learning needs, including students of determination, usually make the expected progress toward their targets. Lower and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Improve students' practical skills and their interpretation of data in phases elementary, middle, and secondary.
2. Ensure children and students develop their scientific skills; inquiry, exploration, and investigation, particularly in the foundation and elementary phases.
3. Improve students' skills in applying the scientific method in the middle and secondary phases.

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	Acceptable	Acceptable	Acceptable	Acceptable

Findings:

- Children and students, across all phases, have positive attitudes to school and engage adequately in learning. However, they can become passive over longer periods when the teacher directs the pace and does not provide sufficient challenge in learning. When working in mixed ability groups, often the higher abilities control the work being produced. Students occasionally take responsibility for, and are active in their own learning when they are afforded the opportunity. Students can articulate their learning, especially in the middle and secondary phases, but too often, they identify general areas for improvement rather than specific areas that they need to improve on. Self-reflection is evident in some lessons, but students only have a general awareness of their progress and strengths as learners.
- When given the opportunity, students across the school can work in groups, complete tasks, and communicate their learning adequately. However, at times, they lack the skills to cooperate effectively and interact meaningfully to produce good work. As a result, the quality of student collaboration is not always effective in ensuring students make progress. Children in the foundation phase also require close supervision, as the concept of sharing, collaborating, and taking turns is sometimes under-developed.
- Where students make real-world connections, these are sometimes planned for and provided by the teacher. Students make adequate links between different subjects and occasionally transfer their literacy and numeracy skills through reading, making presentations in science and social studies in the elementary and middle phases, and using mathematical skills in science in the secondary phase.
- Students rarely develop their critical thinking skills or provide alternative viewpoints. When given the opportunity in lessons using higher-order thinking (HOT) questions, students think about why things happen in the world around them in science, and they can use reasoning and probability to solve mathematics problems in the middle phase. However, this remains inconsistent across the school. The skills of innovation, enterprise, and research remain undeveloped across all phases. Children and students across all phases have few opportunities to develop independent inquiry skills or use digital tools and technology on a regular or consistent basis. When given the opportunity, older students demonstrate a range of strategies to solve problems and be innovative.

Next Steps:

1. Ensure that children and students across all phases are given more opportunities to take responsibility for their learning and identify their strengths and next steps to improve.
2. Improve students' collaboration skills across the phases and their communication to promote more meaningful and purposeful interactions.
3. Promote student innovation, enterprise, research, and independent inquiry skills, including using technology.

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:

- Children and students enjoy coming to school and show a positive attitude towards learning. They respond well to teachers' feedback and instructions. However, there is much reliance on support from teachers, especially in the foundational phase. Children and students throughout the school gain increased self-confidence in their learning. In the elementary, middle, and secondary phases, students become increasingly self-reliant and need less guidance from teachers. Although they value critical feedback from teachers and peers, they are less likely to take the initiative.
- Children fully understand classroom procedures, which support effective transition and contribute to a happy working atmosphere. Students throughout the school are courteous to staff and to each other, creating a safe and productive environment. Older students are more self-disciplined, showing increased independence and respect for upholding the school's values. Bullying is rare.
- Children are respectful and considerate of their classroom friends and openly show affection when they meet each morning. Students in the elementary, middle, and secondary phases are sensitive to the needs of others and provide support when needed. They regularly contribute to school teams, activities, and initiatives, including volunteering to be peer mentors for younger students. Elected student council members assist various classes and support the school.
- Children and students have positive attitudes towards eating healthy and keeping fit, and the school encourages healthy eating, but a small number of older students still bring unhealthy lunches, which could explain why there is an obesity rate of 11% in the school. Many students are physically active during recess and morning assemblies. Dance, activities, PE, and inter-school sports allow students to regularly participate in physical activity.
- The attendance average from the beginning of the academic year at 95.08% is good. In all phases, students usually arrive at school and attend their lessons on time.

Next Steps:

1. Promote children's and students' skills to be more self-reliant in lessons in the foundational phase.
2. Promote students’ skills to initiate learning and seek feedback actively.
3. Improve students’ understanding of the benefits of healthier eating choices to reduce the obesity rate.

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	Good	Good	Good	Good

Findings:

- Children and students at all levels appreciate how Islamic values influence contemporary United Arab Emirates society. Children and students throughout the school are aware of the impact of Islamic values on their daily lives in the UAE, and this is evident in their displays of student work on the walls in corridors, classrooms, and corners.
- Throughout the school, through projects, arts, and celebrations, children and students demonstrate their appreciation and knowledge of the heritage and culture of the UAE. They celebrate all Islamic and national occasions with respect, including National Day, Flag Day, Martyr's Day, and "Haq Al Laila", in appreciation of the wise leadership of the UAE that transformed the nation from a desert landscape into an advanced modern society. Students are involved, to some extent, in initiating and participating in national events and cultural celebrations within the school. They wear the national costume and prepare popular dishes, and there is a day of preparing food without fire.
- Children and students demonstrate a clear understanding of their own culture and the culture of a group of others, including the UAE. The school has made effective use of its multicultural student body to provide a range of multicultural experiences and activities. They celebrate International Day by wearing different national costumes and food from these countries, especially the French, Saudi, and other national days. As a result, most students are aware of the similarities between their cultures and, furthermore, can explain the wide range of different foods, national flags, and sports represented throughout the student body. However, this is less evident in kindergartens.

Next Steps:

1. Enhance multicultural awareness in KG with more inclusive activities showcasing diverse cultures and traditions.
2. Increase student-led initiatives for celebrating UAE's heritage, promoting deeper engagement and appreciation.
3. Broaden students' knowledge of cultural diversity and breadth.

Social responsibility and innovation skills

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

Findings:

- Children and students participate willingly in activities that have a positive effect on the school and the wider community, such as music and sports events. The student voice is strong, and through the 'Student Council' and the 'House' system, students take on a range of leadership responsibilities; however, students in the elementary and middle phases are less involved than older students.
- A feature of the school is the students' positive work ethic, especially when undertaking learning outside of lessons, where they work conscientiously and productively. They participate in a range of projects, including STEM activities. However, innovation, entrepreneurship, and creativity in subjects are inconsistent, and students can be passive learners at times.
- Students understand sustainability and take part in caring for the environment. The Student Council has been effective in reducing, reusing, and recycling. Students have led school campaigns to 'pile it up', enhancing the school environment. However, many of these environmental activities are short-term, and there are few longer-term project-based activities accessible to all students. International trips, including students representing the school at a climate conference in India, promote the school's ethos of environmental awareness.

Next Steps:

1. Improve children's and student's innovation and creativity skills in lessons, as well as their entrepreneurship skills.
2. Promote students' involvement in long term environmental projects to extend their understanding and commitment.
3. Improve students' volunteering skills, particularly in the elementary and middle phases , focusing on active involvement within the local community.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers demonstrate adequate knowledge of how students learn in their subject, providing activities and tasks that are relevant to their needs across the elementary, middle, and secondary phases. In the foundational phase, a minority of teachers are insecure about how KG children learn.
- Lessons are planned using a common template across the school, that is aligned with CBSE curriculum standards, as well as identifying the school-based core competencies that should be covered. Plans are not always fully implemented because teachers' effective use of time is variable. Planning identifies different groups of students, including higher abilities and students of determination, but in practice, teaching does not meet their specific learning needs. The classroom environment is appropriate to support student's work, including displaying current work. Across all phases, there is a lack of resources to support learning. Specialist facilities, including science and mathematics laboratories, are not fully used to support children's and students' learning. In KG, resources do not encourage inquiry or play-based learning.
- Teachers use questioning to promote a willingness to learn and engage students in discussing their work, building on their previous knowledge, especially in the middle and secondary phases. However, across all phases, questioning too often does not challenge students to think critically or to explain their views in detail. Opportunities for discussion and dialogue are variable across the school and less consistent in the foundational phase.
- Teachers employ basic strategies to meet the needs of most groups by setting students in ability and mixed-ability groups and allocating different tasks. Across all subjects and phases, teachers provide general challenges and support to help students learn. For students with additional learning needs, including students of determination and higher abilities, teaching is not sufficiently personalized to provide the challenge and support they require, especially in the English medium subjects.
- Opportunities for students to be independent and think for themselves are limited. Teachers occasionally encourage students' critical thinking by using higher-order thinking (HOT) questions in lessons. In better lessons, in science in the secondary phase, there is encouragement of exploration. Across all phases, there is limited use of technology to support independent learning. In all lessons, there is a heavy reliance on worksheets and textbook work.

Next Steps:

1. Ensure that teachers plan purposeful lessons that provide appropriate pace, support, and challenge, especially for higher-ability students and those identified as gifted and talented.
2. Improve the use of resources across all phases, including the use of specialist laboratories in mathematics

and science in the middle and secondary phases, to enable students to become successful learners.

3. Reduce the reliance on textbooks and worksheets and provide more opportunities for students to think critically, use technology, and be independent learners.

Assessment

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

Findings:

- Internal assessment processes are consistent and generally aligned with the school's curriculum standards. They offer some measures of students' academic achievement across all core curriculum subjects, but they are not always reliable in giving an accurate measure of students' knowledge, skills, and understanding.
- The school benchmarks students' academic outcomes in English medium subjects against external and international standards. Students participate in Asset standardized assessments for grades 3-8 and have taken PIRLS 2021, and TIMSS 2023.
- Although the school collects a range of assessment data, the analysis is superficial and does not ensure alignment with CBSE standards. The school does not effectively analyze data to track the progress of the different groups of students.
- Teachers make occasional attempts to use assessment information to inform teaching strategies to meet the learning needs of all students. In the better lessons, teachers identify some areas where students may need additional support or challenge, making occasional adjustments to planned teaching. This is inconsistent in most lessons.
- There is an adequate analysis of individual student performance and identification of strengths and areas for improvement conducted by most teachers resulting in a reasonable understanding of students' strengths and weaknesses. There is a lack of personalized support to address individual students' needs across the school, particularly for gifted and talented students. Teachers generally offer both verbal and written feedback to students; however, it is not always constructive to support the next steps in learning. In all phases, students are occasionally encouraged to participate in assessing their learning and that of their peers.

Next Steps:

1. Provide all students with clear and consistent feedback in their workbooks, so that they know where their strengths are, and what they need to do to get better.
2. Strengthen teacher's use of assessment across all phases and subjects to challenge and support students' progress and meet their needs.
3. Ensure assessment data is accurately aligned to curriculum standards to provide an accurate measure of students' attainment and progress.

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 the Indian CBSE curriculum for English medium subjects and the Ministry of Education (MoE) curriculum for Arabic-medium subjects. The curriculum has a clear rationale, is reasonably broad and balanced, and meets the statutory requirements. Its implementation focuses mainly on imparting knowledge. Opportunities to develop learning skills are limited. The taught curriculum focuses on shaping students' attitudes through a comprehensive approach, primarily outside of regular lessons. In KG, in the foundation phase, the taught CBSE curriculum does not provide sufficient opportunities for children to learn through play and develop their creativity and exploration skills.
- The curriculum's continuity and progression are based on the prescribed textbooks, and planning is aligned accordingly to ensure that course content is delivered each term. However, it does not align with the existing knowledge or starting points of all groups of students across subjects and phases. As a result, there are gaps in student learning, and not all students are adequately prepared for the next stage in their education.
- Students across phases from grades 1 to 9 have a choice to study an Indian language, such as Hindi, or an international language, such as French. The school does not offer curricular choices for students in the middle or secondary phases.
- Cross-curricular links are planned in a majority of lessons across both Arabic and English medium subjects. In better lessons, teachers plan links well to support adequate transfer of knowledge. In other lessons, links are superficially applied and not consistently beneficial in developing students' ability to transfer learning between different subjects.
- The school reviews the curriculum at the beginning of the academic year to ensure that the taught curriculum is aligned with CBSE expectations. There is an overreliance on the prescribed textbooks for content rather than the sequencing of work and enhancing the taught curriculum to meet the needs of the different groups of students.

Next Steps:

1. Review the curriculum to ensure continuity between and across phases to identify and address any gaps in the scope and sequence of learning.
2. Ensure the planned cross-curricular links are effectively delivered in all lessons so the students can transfer learning across subjects.
3. Ensure the KG curriculum provides sufficient opportunities for children to learn through play and develop their creativity and exploration skills.

Curriculum adaptation

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

Findings:

- The curriculum is planned to meet the learning needs of most students. The Special Educational Needs Coordinator (SENCO) modifies the curriculum for the identified students with additional learning needs, including students of determination. This modification provides appropriate support for students by the shadow teachers in lessons. There are few effectively planned modifications for the students of determination and different abilities in lessons across subjects and phases. Adaptations for meeting the needs of lower and higher-attaining students are inconsistent. Opportunities in lessons to challenge the more able and gifted students are inconsistent.
- In KG, in the foundational phase, children have few opportunities to develop their creativity and innovation skills through play-based learning. The curriculum for students across phases and subjects is textbook-driven and does not provide sufficient opportunities for students to develop their innovation skills. Enrichment experiences such as assemblies, inter-school events, and school functions are adequately planned to develop students' creative and leadership skills. Extracurricular activities like STEM activities in the innovation lab for elementary, middle, and secondary phases provide a few opportunities for students to develop innovation and enterprise skills.
- The curriculum embeds appropriate opportunities for students to appreciate the heritage and culture of the UAE and Islamic values, such as assemblies, presentations, and school program displays in the corridors and classrooms, including the 'majlis' at the entrance of the building. There are appropriate opportunities to establish links with Emirati and UAE culture in all lessons.

Next Steps:

1. Ensure teachers modify the curriculum in lessons to meet the needs of all groups of students, particularly high attaining, and gifted and talented students.
2. Provide a wider range of diverse and practical learning opportunities for all students that develop their innovation, enterprise, and creative skills.
3. Modify the curriculum in KG to provide sufficient opportunities for the children in KG to develop their creativity and exploration skills through play-based learning.

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 rigorous procedures for the safeguarding of students, including child protection. Child protection and safeguarding arrangements are clearly defined in a written policy that is shared with all stakeholders. The school provides training for all employed staff in child protection and safeguarding and their attendance at this mandatory training is recorded. All employed staff confirm they have read and understood this policy. A central and up-to-date register for all staff is maintained. The school takes steps to ensure that all students are protected from all forms of bullying, including online abuse. The school helps and informs students about how to stay safe using the internet and social media. However, this can be more comprehensive.
- All staff, students, and parents are aware that the school is rigorous about health and safety, ensuring all members of the school community feel cared for and are safe. The health and safety committee, with full stakeholder representation, meets formally on a monthly basis to inspect, review, and improve policy and planning. The committee holds an in-depth consultation quarterly. In addition, committee members are in daily contact in case any health and safety concerns are raised and need immediate attention. Children and students are well supervised. Bus routines are highly effective, and the children and students at the school are safe and well cared for as they travel to and from school. A new App has been introduced to reassure parents as their children travel. Risk assessments are regular, and mitigating action is taken to ensure that the health and safety requirements are met. However, risk assessments are not in place for science or PE facilities. The school meets all legal requirements and conducts regular emergency fire evacuation drills ensuring full compliance with the Civil Defense regulatory requirements.
- The school contracts external organizations to manage various health and safety functions, including the CCTV and alarm system, 24-hour site security, regular pest control, electrical, routine water quality testing, and the daily cleaning of the school. All the necessary regulatory checks for these essential functions are up-to-date and all contracts are with approved providers. The school has a well-equipped medical clinic staffed by a nurse. Essential medicines are locked in a secure cupboard within the clinic and the nurse supervises and administers essential medication to students. The nurse is diligent in maintaining accurate records.
- The school premises provide a safe learning environment for all members of the school community. All parts of the school are accessible to those with mobility or physical disabilities, with two functioning lifts and wide stairs.
- The school promotes a healthy food policy. However, this is not yet having an impact, as a small number of students have been identified as having weight management issues. The importance of exercise and fitness is promoted. PE lessons are timetabled weekly for all classes, and after-school activities incorporate these on

a twice-weekly basis. The school ensures daily outdoor recreation for all students. Effective measures are taken to protect children and students from the sun, including appropriate shading in all outdoor spaces. There is readily available access to fresh drinking water.

Next Steps:

1. Enhance the existing health and safety education program to include more comprehensive modules on cyber safety and bullying prevention.
2. Expand the school's program to promote a healthy lifestyle to address weight management issues more effectively.
3. Ensure that there are specific risk assessments in place for science and PE facilities.

Care and support

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

Findings:

- Teachers and adults have established positive relationships with students at the school whom they know extremely well. There is a climate of trust and respect between students and adults. Expectations for all students' good conduct and behavior are clear and understood by all, and expectations are shared with parents and families.
- The school has effective protocols to record and track student attendance and data is systematically analyzed. Structures and routines are well-embedded. The follow-up of unauthorized absences is effective, as well as levels of attendance. The school procedures ensure that all students are punctual to school in the morning and to lessons.
- The school has processes to identify students with additional learning needs, including students of determination, with 8.2% of the school population identified. The school holds records that include medical assessments and specific diagnostic assessments. Individual education plans (IEPs) are detailed at the start of each year. The school has not identified any gifted and/or talented students.
- The school has appointed a qualified special educational needs coordinator (SENCO) to oversee support for those with additional learning needs, including students of determination. Personalized targets in IEPs are prepared electronically and made accessible to teachers. A training program is in place for teachers but has yet to make an impact on inclusive best practices. Students' progress is monitored routinely. Modifications have been made to accommodate the range of specialist needs, including one-to-one sessions inside and outside of the classroom. However, the needs of gifted and talented students are not fully met as the processes to identify them are not fully implemented.
- Students feel safe and supported. The school counselor is assisted by the nurse in the care and guidance of children and students at the school. However, effective academic guidance, including career guidance for senior students who are planning their next phase of education, is undeveloped.

Next Steps:

1. Identify gifted and talented students and ensure that they are appropriately supported during lessons, and realize their full potential.
2. Devise and implement effective academic advice and career guidance for senior students.
3. Monitor the impact of the training programs to support class teachers in identifying inclusive best practices to evaluate and improve their effectiveness.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Acceptable

Findings:

- The principal has set a direction and vision for the school, that incorporates a commitment to providing all students, with a curriculum that includes creative skills, social responsibility, and concern for the environment. There is an emphasis on national priorities of tolerance, sustainability, and promoting UAE identity. Leaders commit to ensuring access to the school for students with additional learning needs, including students of determination.
- School leaders demonstrate a basic knowledge of curriculum requirements and best practices in teaching and assessment. However, the school culture is not effectively focused on students learning. Despite an extensive professional development program being put in place for all staff, including middle leaders, a culture of achieving high standards in student learning is not a standard feature in most key subjects in all phases.
- Relationships across the school are professional, and morale is positive. The school has recently expanded middle leadership to include specific subject heads of department. Middle leaders have clear roles and responsibilities. However, they are not fully effective in carrying out many of their responsibilities because of having a full teaching timetable.
- The principal understands the areas that need improvement in the school, including the quality of teaching and embedding professional development programs. However, these initiatives have not yet impacted the improvements needed. Senior leaders show a sufficient capacity to improve the school further.
- School leaders at all levels have improved some aspects of the work of the school including strengthening staffing roles, enhancing classrooms, and ensuring that performance has been maintained in many areas. The school is compliant with statutory and regulatory requirements.

Next Steps:

1. Ensure that all leaders at all levels are focused on increasing student achievement and demonstrate secure knowledge of best practices in teaching, learning, and assessment.
2. Ensure that professional development activities result in improved outcomes for students.
3. Ensure that newly appointed middle leaders have enough time to carry out their roles in supporting teaching in their subject areas.

School self-evaluation and improvement planning

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

Findings:

- The school has a realistic view of its key priorities, based upon the recommendations from the previous inspection. Senior leaders have included middle leaders and teachers in the self-evaluation process. Senior leaders understand the key areas that need to be focused on to improve student outcomes. However, self-evaluation does not critically evaluate the school's and subjects' strengths and areas for development or consider the wider views of students and parents.
- The monitoring of teaching and learning is conducted by senior leaders and subject heads of department, using a lesson evaluation framework that focuses on teaching approaches. Monitoring of teaching is underdeveloped as middle leaders are not secure in identifying weaknesses in teaching practice.
- The school development plan (2021-23) is aligned with the previous inspection report (2021), as well as UAE national priorities. The plan uses internal and external data. It does not include any activities that have been identified through the recent self-evaluation process. Targets are set and have some measurable outputs. Many targets have passed, and it is not clear if they have been reviewed. The development plan has had some impact on students' achievement.
- There has been limited progress in addressing the recommendations from the previous inspection report and there have been limited improvements in key areas such as students' achievement, assessment, and quality of teaching. However, the school has maintained an overall adequate level of performance.

Next Steps:

1. Ensure self-evaluation critically evaluates the school's and subjects' strengths and areas for development and that judgments are realistic and accurate.
2. Align the monitoring of teaching in lessons and the quality of achievements with the UAE School Inspection Framework.
3. Review and update the school development plan to identify if targets and initiatives have been successfully met.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

- Parents' views about their involvement with the school are positive, and the school engages with them through an active parent council and regular events, including cultural activities, celebration events, and sporting competitions. As a result, parents make a positive contribution to the school. The use of regular surveys and feedback to seek parent's opinions and views is underdeveloped.
- The school uses various communication methods, such as social media applications and face-to-face meetings, to ensure parents are informed about the progress of their child and the work of the school. Additionally, parents say that they can contact the principal and their child's teachers freely. The Special Educational Needs Coordinator maintains close communication with parents of students of determination and provides regular updates on their children's progress. Parents are satisfied with the extent of communication from the school.
- The school shares a progress report with parents at the end of each term. The reports provide information about their child's attainment in subject areas across all phases. KG reports provide information about children's levels of key skills. However, written reports do not clearly identify the specific development areas that children and students need to make.
- The school has partnerships with the local community, and students participate in a range of volunteering events, including working with the Red Crescent. Partnerships with other schools in the Ryan Group in India have a positive effect on student achievement, including attending conferences on climate change. Partnerships with national and international bodies are limited.

Next Steps:

1. Involve more parents in the work of the school and identify how to share strategic plans, key information, and developments with them.
2. Ensure progress reports identify wider student achievements as well as inform parents on the next steps of their child's learning.
3. Extend and embed partnership work with local, national, and international bodies so that they have a positive impact on student learning.

Performance Indicator	Quality judgement
Governance	Acceptable

Findings:

- The Board of Governors has representation and consultation from stakeholders including parents and school leaders. A representative of the Ryan Group is the head of the Board of Governors, demonstrating a keen interest in the school. Governors and the owner make regular visits and play an effective role in financial scrutiny and oversight. They have a detailed knowledge of the school's needs, but they do not formally seek the views of others including parents and staff when making decisions that affect the school.
- Governors and the owner consistently monitor school performance. They participate in regular meetings with the principal to gain knowledge about the school's performance, address various issues, and maintain accountability for the quality of the school's performance, including approving and reviewing the school improvement plan. Parent governors do not have a clear understanding of the achievements of the school and the performance of the school.
- The executive board exerts an influence on the school and ensures that all statutory requirements are met. The board has been supportive of recent improvements, including the resourcing of furniture, installation of SMART boards, and the appointment of heads of departments in all subject areas. However, they have not ensured that resources are available to enhance student learning, including the use of technology in lessons. Overall, the governing body has had some impact on the school's performance.

Next Steps:

1. Improve systems for gathering and gaining the views of stakeholders, including staff, parents, and students on the work of the school.
2. Ensure that resources are available to enhance student learning, including the use of technology in lessons.
3. Ensure that all members of the board, particularly parents, have a knowledge of the school's performance and the achievements of students.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the school's operations are well organized and foster an environment conducive to learning. All routines and procedures, including arrival and dismissal times, are effective. They ensure, that lessons and all activities start on time and run smoothly. The lesson timetable is designed to minimize the loss of learning time across all phases.
- Staff are suitably qualified, although a few are new to teaching. The Senior Leadership Team (SLT) has offered staff development to enhance the consistency and quality of teaching across the entire school. The school timetable includes designated times for departments to conduct internal professional development sessions twice weekly. Although this structure allows for addressing teachers' specific training needs and sharing best practices, the impact of these sessions on improving students' attainment and progress is not apparent.
- The school premises are sufficient, with several specialized facilities in place, including a computer room, a large library, a science laboratory, a gym, music and art rooms, and outdoor sports areas. There is also an outdoor garden and greenhouse. Outdoor learning spaces for KG are limited and do not support curriculum outcomes. The school has designated staff for students with additional learning needs, including students of determination. Playgrounds are shaded and suitable for the number of students. Classrooms are of a suitable size. The school has ramps and lifts to provide accessibility and accommodate those with mobility challenges.
- The school's resources are limited to support curriculum delivery. Every classroom has a smart board, which teachers actively use in their teaching. There is no whole-school approach to the use of technology in lessons, including the use of laptops in lessons. Teachers primarily rely on worksheets and textbooks for lesson delivery. There is a lack of subject-specific resources to support investigations and hands-on learning, especially in the foundational and elementary phases. The use of specialist science and math laboratories is limited. Resources for students with additional learning needs, including students of determination, do not adequately support their needs.

Next Steps:

1. Expand learning resources in all subjects, including the use of high-quality technology resources.
2. Ensure that the use of specialist facilities in mathematics, science and are utilized effectively for the benefit of all students.
3. Ensure that staff development activities promote student's achievements.