



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Shining Star

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	28 Shaban, 1439h	to	2 Ramadan, 1439h		
		from	14-May-18	to	17-May-18		
	School name			Shining Star			
	School ID			9241			
	School address			Mussafah, Mohammed Bin Zayed City, Abu Dhabi			
	School telephone			+971 (0)2 559 9080			
	School official email			shiningstarint.pvt@adec.ac.ae			
	School website			www.ssis.ae			
	School curriculum			Indian Central Board of Secondary Education (CBSE)			
	School phases			KG to high			
	Fee range and category			AED12,686 – 20,731. Low to Medium.			
	Number of lessons observed			120			
	Number of joint lessons observed			20			
Staff Information	Total number of teachers			84			
	Turnover rate			13%			
	Number of teaching assistants			4			
	Teacher- student ratio			1:13			
Student Information	Total number of students			1121			
	% of Emirati Students			0%			
	% of Largest nationality groups			1. India 79%			
				2. Pakistan 14%			
				3. Bangladesh 3%			
	% of SEN students			1 %			
	% of students per phase			KG: 42%		Middle: 11%	
				Primary: 38%		High: 9%	
Gender			Boys and Girls				



The Performance of the School

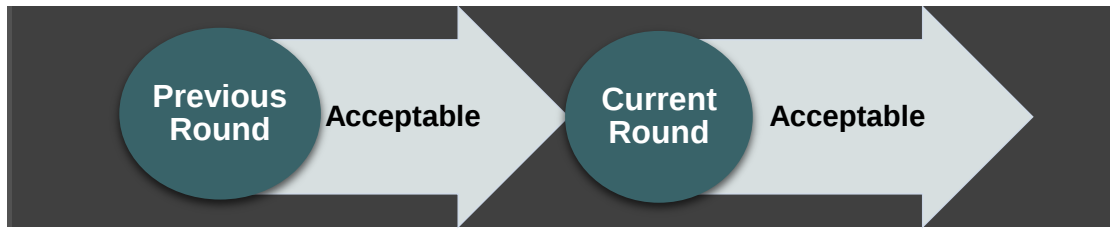
Performance Standard 1 Students' Achievement Acceptable	Performance Standard 2 Students' personal and social development, and their innovation skills Good
Performance Standard 3 Teaching and Assessment Acceptable	Performance Standard 4 Curriculum Acceptable
Performance Standard 5 The protection, care, guidance and support of students Acceptable	Performance Standard 6 Leadership and management Good



Evaluation of the school's overall performance

- The overall performance of the school is acceptable. The principal is restructuring the senior leadership team with heads of department (HoD) taking increasing responsibility.
- Student's achievement is acceptable across subjects and phases. Learning skills are acceptable overall. Critical thinking and problem-solving skills are developing more quickly than those of innovation, enquiry and research.
- Student's personal and social development are good overall. Respect for the heritage and culture of the UAE and Islamic values contributes to their good attitudes and behaviour and very good relationships. Innovation skills are acceptable.
- Teaching and assessment are acceptable. Teachers show secure subject knowledge, plan appropriately and present ideas to children with clarity. Internal assessment systems are consistent. Teachers do not use assessment data effectively to provide tasks which sufficiently challenge more-able students. Feedback is not yet sufficiently precise to help students improve their work.
- The curriculum is acceptable overall. It is adequately planned and reviewed. Clear links are made with Emirati culture and UAE society across subjects. Students are adequately prepared for the next phase of learning.
- The overall quality of protection, care, support and guidance is acceptable. Provision to ensure the health, safety and protection of students is appropriate. Staff-student relationships and behaviour management are very strong. Support for more-able students and identification and support for gifted and talented (G&T) students is at an early stage of development.
- The school is led effectively. Self-evaluation and improvement planning processes, partnerships with parents, and governance are good. The school runs effectively and efficiently on a day-to-day basis.

Progress made since last inspection and capacity to improve



- The school has made progress in addressing most of the recommendations from the previous inspection report.
- Students' achievement in mathematics and science in Kindergarten (KG) and primary phase, and other subjects in middle phase, have improved and are now acceptable.
- Teaching and assessment are now at least acceptable across subjects. A school system for marking and feedback has been introduced. The school has reviewed assessment systems and improved the accuracy of assessment data. Progress targets are now set for each student. Leaders are continuing to develop these processes and they are becoming increasingly effective tools for raising achievement.
- A systematic review of subjects has been completed. Action plans now provide for the review of outcomes, and contribute to plans for professional development.
- Leaders have ensured approval for all teachers and resolved licensing regulation issues relating to timetabling of the school day. Leadership has been restructured to include HoDs who have been delegated some leadership responsibilities.
- The school has developed appropriate links with local schools and charities.
- Leadership has improved and is now good. Self-evaluation judgements by the principal and senior leaders are now more accurate and leaders have been successful in promoting a shared sense of direction to the school. Previous weaknesses in teaching across a number of subjects have been eliminated. Overall, leaders' capacity to improve the school is good.



Key areas of strength and areas for improvement

Key areas of strength

1. Students' relationships, respect for the heritage and culture of the UAE, and social contribution.
2. Internal school assessment processes.
3. Links with Emirati culture and UAE society.
4. School leadership, self-evaluation, partnership with parents, and school governance.

Key areas for improvement

1. Raise student's achievement in all subjects through improving the quality of teaching and assessment by:
 - i. providing students with further opportunities to develop their learning skills, especially those of making links between learning in different subjects, of innovation, enquiry and research, and of use of learning technology
 - ii. developing teachers' use of accurate assessment information to plan lessons which consistently support and challenge all groups of students, especially SEN, more able and G&T students
 - iii. improving systems to identify G&T students
 - iv. developing the quality and consistency of teachers' feedback to students and the clarity of targets set to help them improve their work.
2. Improve the curriculum by:
 - i. planning further adaption of the curriculum to challenge more able and G&T students in all subjects, including using findings from subject reviews
 - ii. providing additional opportunities to promote innovation, enquiry, research and scientific investigation skills across the curriculum.
3. Improve further the impact of leadership and management by:
 - i. delegating further responsibility to heads of departments to monitor the quality of teaching and learning in their areas and contribute to professional development aligned to school priorities
 - ii. working with parents to raise awareness of the importance of high levels of attendance in raising achievement
 - iii. providing additional learning technology and reading resources across the school.



Provision for Reading

- Two libraries provide appropriate space for students to read, write and use learning technology. They contain an adequate range of fiction and non-fiction books in English, Arabic and Indian languages. Children use the library at least weekly, well-supported by two librarians who provide interesting tasks and reading activities.
- A limited range of books are provided for younger students in classrooms. Books are donated or loaned from parents, supplemented by a limited range of books provided by the school.
- Reading is an important focus of school improvement planning and is integrated across the curriculum. Staff development includes training on effective strategies for guided reading. Continuous assessment is used to track children's progress carefully.
- On-line access to 'Raz-Kids' gives students access to a large range of reading resources, well matched to their reading ability, from home and school. Monitoring of students' access indicates frequent use by most students.
- Students are enthusiastic readers and take part in frequent challenges and competitions which promote reading across the school.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as an Additional Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
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
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable



Overall achievement

- Students' achievement is acceptable in all phases and subjects.
- Standards in high phase are outstanding in English, very good in Arabic, good in science, and acceptable in mathematics. International Benchmark Test data for 2017 show attainment to be below average in primary and middle phase for English, mathematics and science. Internal assessment data indicate that attainment overall across phases is very good in Islamic education, acceptable in Arabic, social studies and English, and weak in mathematics and science. These data do not match lesson observations, which indicate that attainment is acceptable in all phases and subjects.
- Progress in lessons and over time is acceptable in all phases and subjects. All groups, including SEN and G&T students, make progress in line with their peers from their starting points.

Subjects

- Students' achievement in **Islamic education** is acceptable. Most attain in line with curriculum standards. In primary phase, students develop acceptable knowledge of Islamic values and implement them well in their daily life. In middle and high phases they develop acceptable knowledge of Tajweed rules and understand and read the Qur'an expressively.
- Students' achievement in **Arabic** as a second language is acceptable. Most attain levels in line with curriculum standards. They make acceptable progress in speaking in structured Arabic sentences, reading for understanding, and developing their writing skills.
- Students' achievement in **social studies** is acceptable. Most attain in line with curriculum standards. They apply their knowledge appropriately in their daily life and make acceptable progress in developing their understanding of the history and geography of the UAE.
- Students' achievement in **English** is acceptable. Most students across phases develop speaking, listening, writing and reading skills in line with curriculum standards, supported by appropriate use of digital resources. In KG most children can name letters, say letter sounds and form letters accurately. By Grade 9 students speak, read and write confidently. In Grade 12 students demonstrate clear spoken English, write creatively with appropriately developed handwriting style, and use expected grammar and punctuation consistently.
- Students' achievement in **mathematics** is acceptable. Most attain in line with age-related expectations. Students make acceptable progress in developing skills in mental mathematics, calculation and problem-solving. Older students confidently articulating their mathematical understanding.



- Students' achievement in **science** is acceptable. Most demonstrate scientific knowledge and understanding in line with curriculum expectations across phases. They make acceptable progress in developing investigative and experimental skills and are keen to explore and learn new scientific facts. The majority apply their knowledge in familiar contexts but need assistance if challenged further.
- Achievement in **other subjects** is acceptable overall. In physical education (PE), art, dance, computer science, business studies, robotics, Urdu and Malayalam, most students attain in line with curriculum expectations and make acceptable progress in the development of basic subject skills.

Learning skills

- Students' learning skills are acceptable overall. They enjoy learning, have positive attitudes, participate in tasks willingly and respond appropriately to teachers' directions. Students interact well and communicate their learning clearly in the English language. They can work independently and are beginning to make connections between their learning and the world around them. They do not use technology to support their learning consistently. Students develop acceptable problem-solving and critical thinking skills in most subjects, but their innovation, enquiry and research skills are under-developed.

Areas of Relative Strength:

- Students' skills in interacting, and communicating in English.
- Students' positive attitudes and capacity for working independently.

Areas for Improvement:

- Achievement in all subjects.
- Learning skills, especially of innovation, enquiry, research, and use of learning technology.



Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
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	Acceptable	Acceptable	Acceptable	Acceptable
• The overall quality of students' personal and social development is good, and their innovation skills are acceptable. Students have positive attitudes to learning and respectful relationships with their teachers and peers. They behave well. • Students show good understanding of the importance of safe and healthy lifestyles, choosing healthy food, and regularly participating in PE and sports competitions. Attendance, at 92%, is acceptable and students generally arrive to school and lessons on time. • Students have a clear understanding of Islamic values and are very knowledgeable and respectful of UAE culture and heritage. This is demonstrated in their respect for the National Anthem and UAE flag, and reading of the Holy Qur'an in assemblies. Students possess a clear understanding Indian culture and show appreciation of other world cultures. • Students participate willingly in activities to support the local and wider community. They occasionally participate in local environmental projects. Students enjoy their work. They attend events outside school which promote innovation, enterprise and entrepreneurship but lack initiative in developing their own projects in school. Areas of Relative Strength: • Students' behaviour, positive attitudes and relationships. • Students' understanding and appreciation of UAE culture, heritage and Islamic values. Areas for Improvement: • Levels of attendance. • Innovation skills in lessons.				



Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The quality of teaching and assessment is acceptable overall. Teachers use their secure subject knowledge and appropriate learning objectives to present ideas clearly. They plan interesting activities which motivate students.
- Dialogue, relationships and interaction in the classroom are positive. Teachers generally question students effectively. Tasks are suitably matched to the needs of most students. Teachers provide students with opportunities to develop their critical thinking, problem-solving and independent learning skills but do not regularly extend students' learning through use of technology.
- Internal assessment systems are consistent. Tracking of students' progress and benchmarking against national and international standards are at an early stage of development. Teachers do not consistently use assessment data to provide activities which match the needs of more able students.
- Teachers generally have good knowledge of the strengths and weaknesses of their students. They check work regularly but do not consistently provide high quality comment on how to improve. Targets set for students do not always specify clearly which skills require improvement.

Areas of Relative Strength:

- Teachers' subject knowledge and interactions with students.
- The consistent internal assessment systems

Areas for Improvement:

- Use of assessment information to plan tasks which consistently meet the needs of all groups of students, especially the more able.
- Marking and feedback.
- Target setting for students.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
• The overall quality of the curriculum is acceptable. The school's implementation of the CBSE curriculum is reasonably broad, balanced and relevant, and provides adequate progression in most subjects. Students are appropriately prepared for the next phase of their education. Recently introduced changes in KG provision provide opportunities for learning through cross curricular themes. • The school provides adequate curricular choices. Older students have opportunities to study a range of subjects, including Malayalam, Urdu and Hindi. Cross-curricular links are planned, but do not consistently aid transfer of learning between subjects. Annual curriculum review ensures acceptable provision in most subjects. • The curriculum is adequately modified to meet the needs of most groups of students but does not provide sufficient opportunities to challenge more able students. • The school provides an appropriate range of extra-curricular activities and community links, including opportunities for social contributions in supporting the Red Crescent organisation. Development of innovation, enquiry, research and scientific investigation skills is inconsistent across subjects. • Appropriate links with Emirati culture and UAE society are provided in most subjects, and students' understanding is enhanced by educational visits and participation in events such as UAE National Day. • Moral Education is taught across the school as a discrete subject. Moral values are promoted across other subjects. Students learn about kindness tolerance and respect for others, developing a sound understanding of moral values which are demonstrated in their sense of responsibility, attitude, behaviour and work ethics.				



Areas of Relative Strength:

- Links with Emirati culture and UAE society.
- The range of choices for older students.

Areas for Improvement:

- Opportunities to further challenge more able students.
- Opportunities to promote innovation, enquiry, research and scientific investigation skills.



Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- The overall quality of protection, care, guidance and support of students is acceptable. Procedures for safeguarding, including child protection are adequate. Most staff, students and parents are aware of these and take adequate steps to keep children safe. Some students are uncertain of arrangements for the end of the school day if parents or school buses arrive late.
- The school provides a learning environment which meets general requirements for health and safety. Supervision of students, including transport arrangements, is effective. Premises are maintained in sound repair although require frequent maintenance. Thorough records are stored securely.
- Premises are generally fit for purpose for all, although accessibility for those with mobility issues is limited by lack of ramps and a lift. Healthy and safe living is systematically promoted in most aspects of school life, including the work of the school nurse.
- Staff have very positive and purposeful relationships with students and behaviour management is effective. Attendance and punctuality management are acceptable overall.
- The school identifies SEN students appropriately but support for them in lessons is inconsistent. Identification and support for G&T students are under-developed.
- Students' well-being and personal development are monitored, and appropriate personal and academic support provided. Older students are well supported when making decisions about their future.



Areas of Relative Strength:

- Positive relationships between staff and students.
- Promotion of safe and healthy lifestyles.

Areas for Improvement:

- Support in lessons for SEN students.
- Identification and support of G&T students.
- Promotion of attendance.



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Acceptable
• The overall quality of leadership and management is good. The clear strategic direction and vision of the principal is communicated and applied consistently across the school. Most leaders demonstrate secure knowledge of best teaching practices. A positive learning culture is now well-supported by new Heads of Department (HoDs), with recently delegated responsibilities. • Self-evaluation and improvement planning processes are good. The self-evaluation form (SEF) identifies strengths and key priorities for improvement well. These are effectively linked to detailed and well-focused improvement actions in the school development plan (SDP). Senior leaders, increasingly supported by middle leaders, monitor teaching regularly, focus effectively upon achievement, and link evaluation well to appropriate professional development. The weak teaching in a number of subjects reported at the last inspection has largely been eliminated. • The school successfully engages parents as education partners. Parental involvement makes a very positive contribution to raising standards. Parents feel welcome in school and effective communication and reporting ensure they are informed about school activities and students' progress. Wider community partnerships are strong and facilitate active social contribution by students, for example through very effective fund-raising and donation to Red Crescent projects. • The board of trustees includes representation of most stakeholders and is knowledgeable about the school. It monitors school progress regularly and holds leaders to account for school performance. The board exerts a positive influence on the school's leadership and has appropriate influence on the strategic direction of the school. • Most aspects of the management of the school are well organised. Daily procedures and routines are effective and efficient. The school is appropriately staffed, and professional development is closely aligned	



with school improvement priorities. Current premises are of mixed quality, but together with the range of resources available adequately support teaching and learning. Provision of learning technology and reading resources is relatively limited.

- The school prepares students for participating in TIMSS (Trends in International Mathematics and Science studies) and PISA (Programme of International Students Assessment). Staff monitor students' progress in the 'question a day' initiative and their performance in PISA mock. Students' results in PISA mock was above Abu Dhabi average for English and science, but slightly below the average for mathematics.

Areas of Relative Strength:

- The vision and direction provided by the principal.
- Partnership with parents.
- School governance.

Areas for Improvement:

- Further enhancing responsibilities of HoDs.
- Additional learning technology and reading resources.