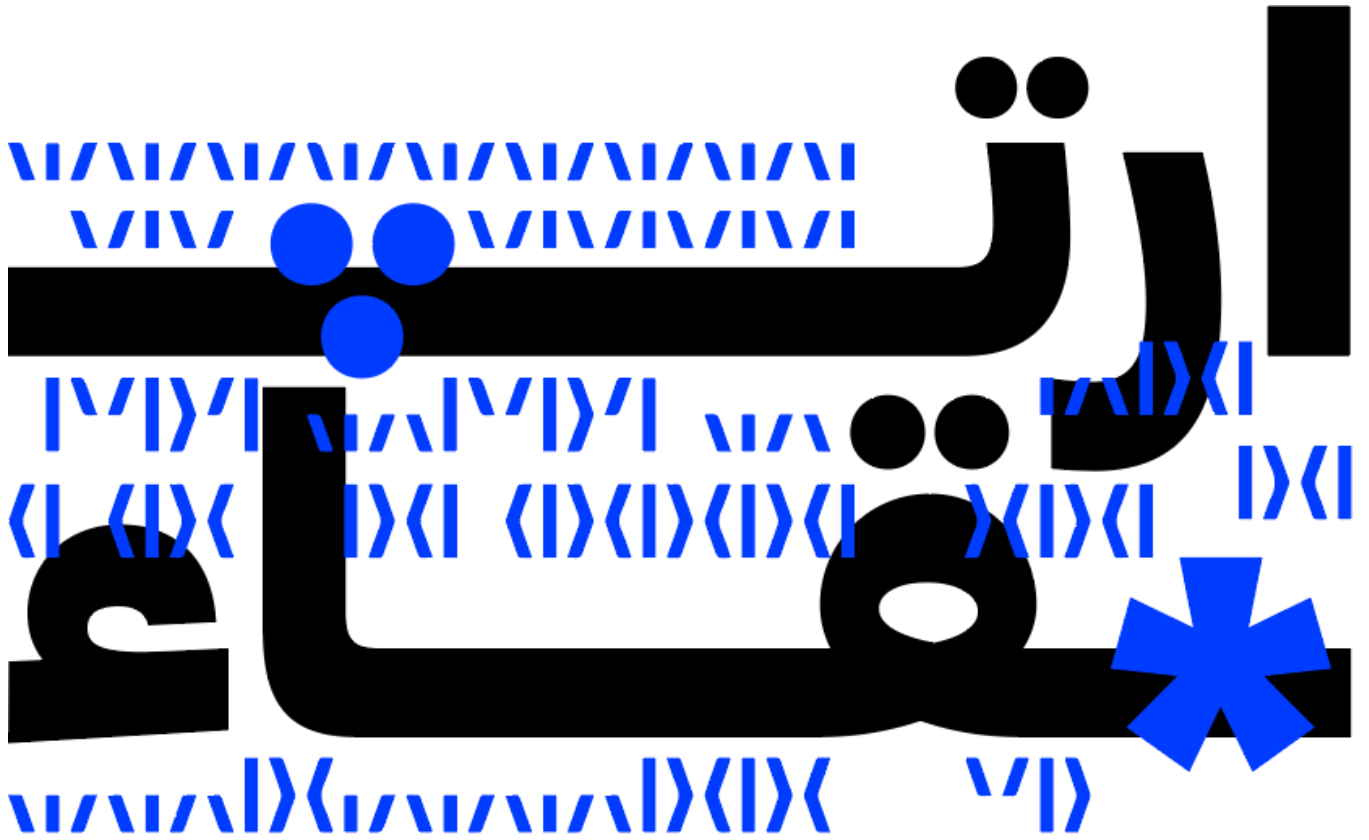




Irtiqa'a School Inspection

AY 2024/25

Sunrise English Private School

Rating: Good

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School Information

General Information		
	Name	Sunrise English Private School
	Esis Number	9120
	Location	109, M'areej St, Mohamed Bin Zayed City, Abu Dhabi, 20609
	Website	http://www.seps-auh.com
	Telephone	025529989
	Principal	THAKUR SANTUMAL MULCHANDANI MULCHANDANI
	Inspection Dates	14 to 17 Oct 2024
	Curriculum	Indian

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	2848
Number of Emirati students	0
Number of students of determination	18
Largest nationality group of students	India - Pakistan - Bangladesh

Information On Teachers

Number of teachers	157
Nationalities	India - Egypt - United Arab Emirates
Number of teaching assistants	7

Changes since the previous inspection

Since the previous inspection in 2022, the overall performance judgment has remained Good.

In Arabic medium subjects, progress has improved to very good across phases in Islamic Education, in Phases 1, 2, and 4 in Arabic as a Second Language (ASL), and in Phases 1 and 2 in Social Studies. In English, attainment and progress in Phases 1 and 2, as well as progress in Phase 3, have improved to Very Good due to well-structured lessons and effective teaching approaches. In Mathematics, attainment and progress have improved to very good in Phase 1; however, attainment has regressed to Acceptable in Phases 3 and 4 due to students not applying their knowledge and understanding. In Phase 4 Science, progress has improved to very good because students are applying their learning in practical experiments.

Learning skills have improved to Very Good across all phases, as students are taking greater responsibility for their learning and demonstrating higher engagement.

Teaching in Phases 1 and 2 has also improved to Very Good, attributed to purposeful lesson planning. However, assessment has regressed in Phases 2 and 3, as teachers are not using data effectively to support student learning.

Overall, student care and support have declined from very good to good due to a low number of identified students of determination, a lack of in-school services, and limited support for gifted and talented students.

Leadership effectiveness has improved to Very Good, as senior leaders have established a clear strategic plan for the school that is shared with the entire community.

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

- The school has benchmarked students' attainment against TIMSS 2019 and PISA 2022.
- The school has a comprehensive understanding of international benchmarks and regularly promotes the importance of high levels of performance for students and parents.
- The principal has communicated with the parents and reinforced the importance of international assessments supporting both the students and the UAE's international standing.
- Ahead of each assessment, a parent meeting is organized to ensure full engagement and participation. The school has a National Agenda Plan that lists the activities and training for teachers.
- Leaders have provided in-house teacher training regarding critical thinking and problem-solving questions in English medium subjects 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 IBT standardized assessment in English and mathematics grades 3 to 9 attained weak standards.
- Students taking IBT standardized assessment in science attained weak standards in grade 3 to 5 and grade 8, acceptable in grade 4, good in grade 9 and very good in grade 7.

International Assessments: TIMSS, PISA, PIRLS

- Results for the TIMSS 2019 benchmark students' attainment in Grade 4 is within the intermediate international levels in science (478) and mathematics (486). In Grade 8 students also attained within the intermediate international benchmark levels for science (532) and mathematics (512).
- Results for the PISA 2022 indicate that 15-year-old students' attainment was below the international averages and the school set targets across all three subjects, with scores of 475 for reading literacy, 471 for mathematic literacy, and 474 for science literacy.

Reading

The library is in a central section of the school with access from the second floor. There is a single library space divided into an elementary section and secondary section used by boys and girls. The library has a head librarian, an elementary and secondary librarian who collaborate on the activities and teaching. All students have a weekly dedicated time on the timetable to visit the library where they can choose books, projects, library activities. Students may also visit the library at other times to check out books or to research a topic. The library is utilized

well but resources in the library are limited for the size of the school including books, space, and access to technology.

The library contains approximately 7400 books, periodicals and reference materials. There are books for Islamic and Arabic students, a selection of books in Hindi, and approximately 250 primary books in Arabic. Books include all genres, such as fiction, nonfiction, mystery, research, book series, and research and reference materials such as encyclopedias. Materials in the library are organized by grade and topic and include Arabic reading journals, books and Arabic activities for grades 10, 11, and 12. Students have access to free e-books and online resources, but the library has no e-book platforms.

Librarians develop activities to engage students in reading, such as Reader of the Month, newsletters, book covers and bookmarks designed by the students. They help students select books based on their reading level and use guided readers. English teachers track students' reading levels and share those with the librarians, and the social worker works with the librarians to support students with additional learning needs, including students of determination.

Book reviews completed by students include book videos, book talks, the Bookstagram; a one-minute talk about a book that is recorded and shared with the school. The school implements "Drop Everything and Read" (DEAR) for the entire school each Friday.

In Arabic, students participate in the internal reading competition in grades 3 to 5. Some students occasionally read books in the library and write short summaries. Teachers may take books from the library to use in reading lessons. In addition to the weekly scheduled visit to the library, students read the news in Arabic every Thursday in the morning assembly.

The School Development Plan emphasizes reading. The library feedback form finds that while most students are satisfied, they would like more Hindi journals, more books, magazines, journals and technology.

Strengths of the school

- The vision and leadership demonstrated by the principal and senior leadership team are key factors in the school's success.
- The school achieves strong results in the CBSE examinations across all English medium subjects.
- The school maintains rigorous safeguarding policies, ensuring a safe and secure environment for all students.
- Students exhibit positive attitudes and behavior both during lessons and throughout the school premises.
- The school has a well-established relationship with parents, which helps reinforce its role as an integral part of the local community.

Key Recommendations

1. Raise standards of achievement in all subjects to very good by:

- encouraging more extended, creative, and accurate writing and speaking skills in Arabic using appropriate grammar and punctuation.
- developing reading resources in the library, including digital books with a particular focus on Arabic and ensuring students use these resources consistently.
- ensuring that students practice Quran recitation skills and improve their understanding of the prescribed Hadeeth and Surahs across all phases, more consistently.
- developing students' speaking skills in English including extending their range of vocabulary further to

- support learning in other curriculum areas.
- using a wider range of hands-on resources in all phases and subjects to stimulate and motivate students and keep them engaged.
- providing more opportunities for scientific and mathematical investigations and experiments in lower phases.
- enhancing opportunities for older students to use technology more effectively.
- improving students' research skills and critical thinking, using a range of resources, including digital technology, and providing more opportunities for them to present their work in class.
- increasing opportunities for students to collaborate and interact more frequently in lessons.

2. Enhance the quality of teaching, assessment, and curriculum by:

- providing effective support for students with additional learning needs, including students of determination, both in lessons and pull-out sessions according to their Individual Education Plans (IEPs).
- ensuring that effective strategies are in place to improve all results in international and benchmark assessments for English medium subjects.
- ensuring internal assessments give a more reliable and accurate measure of students' achievements in all subjects.
- using assessment data more rigorously to inform instruction, adapting lessons to personalize learning so that all students and identified groups of students make the progress of which they are capable.
- increasing opportunities for students to engage in self and peer assessment to help them identify their strengths and areas for improvement.
- ensuring that the curriculum is well adapted and modified to meet the needs of all groups of students especially students of determination and the gifted and talented.

3. Improve the impact of school leadership to a very good level by:

- engaging all stakeholders in the school's self-evaluation (SEF) process, and using accurate evidence, including benchmarked, internal and external assessment data as well as lesson observations, to ensure accurate judgments.
- ensuring the SEF clearly identifies all areas for development and is closely linked with the SDP.
- providing high-quality external professional development for leaders, and particularly for middle leaders, to enhance their understanding of best practices in teaching and learning.
- revising teacher appraisal and lesson observation processes to make more accurate judgements, focused on student outcomes and ensure constructive feedback is incorporated to improve teaching and learning.
- ensuring that the Governing Board provides the necessary technology and appropriate resources to move the school to the next level.

Overall School Performance: **Good**

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

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	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	Very Good	Very Good	Good	Good
Assessment	Good	Acceptable	Acceptable	Good

PS4: Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

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	Very Good
School self-evaluation and improvement planning	Good
Parents and the community	Very Good
Governance	Good
Management, staffing, facilities and resources	Good

Inspection findings

PS1: Students’ achievements

Islamic Education

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



Holy Qur’an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The school’s analysis of internal assessment data at the end of AY 2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students across all phases attain levels above curriculum standards. However, this high level of attainment does not align with the levels of students’ knowledge and skills observed in lessons.
- The school has no external national or international assessments for Grades 1 to 11. The results of the MoE national exam for Grade 12 at the end of AY 2023/24 indicate outstanding attainment.
- In lessons and recent work, the majority of students across all grades demonstrate knowledge of Islamic teachings, law and etiquette, and Hadeeth above curriculum standards.
- Over the last three years, the school’s internal assessment data indicates consistently outstanding attainment in Phases 1 and 2, an improving trend in Phase 3, progressing from very good in AY 2021/22 to consistently outstanding in the last two academic years, and a fluctuating trend in Phase 4, regressing from outstanding in AY 2021/22 to very good in AY 2022/23, then improving again to outstanding in the last academic year.
- The school’s analysis of internal assessment data shows that most students across all phases make better-than-expected progress over time and from their starting points at the beginning of the academic year.

- In lessons across all phases, a large majority of students make the expected progress in developing their knowledge of Islamic teachings, law and etiquette, and Hadeeth. However, students across all phases make limited progress in recalling and understanding prescribed Surah and Hadeeth. They have not yet developed sufficient knowledge and understanding of Tajweed rules to recite the Quran correctly. In Phases 1 and 2, students make inconsistent progress in learning about Seerah.
- The school assessment data indicates that boys, girls, and high attainers make outstanding progress across all phases, whereas low attainers make outstanding progress in Phases 1 and 2 and acceptable progress in Phases 2 and 3. Students with additional learning needs, including students of determination and gifted and talented students, make outstanding progress in Phases 1, 2, and 3. However, in Phase 2, gifted and talented students make good progress. No data is available for the progress of students of determination in Phase 2.

Next Steps:

1. Improve students' Quran recitation skills including, their understanding and application of Tajweed rules in all phases.
2. Improve students' understanding of Seerah in phases 1 and 2, including their knowledge of the early years of the revelation and the prophet's companions (Al Sahabah).

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data at the end of the AY 2023/24 indicates that most students in Phase 1, a large majority of students in phases 2 and 4, and the majority of students in Phase 3 attain levels above curriculum expectations. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international Arabic assessments for grades 1 to 11. The results of the MoE national exam for Grade 12 indicate that most students attain above curriculum standards.
- In lessons and their recent work, the majority of students in phases 1, 2, and 4 demonstrate levels of listening, speaking, and reading skills above curriculum standards expectations, whilst most students in phase 3 demonstrate knowledge and skills in line with the curriculum standards. Across all phases, students memorize a wide range of vocabulary that enables them to comprehend the meaning of narratives in standard Arabic. They cannot yet use those words to speak at length and respond to questions. In phase 3, students can read short texts but cannot yet draw conclusions and identify implied main ideas.
- Over the last three years, the school's internal assessment data indicates consistently outstanding attainment in phase 1, fluctuating attainment in phase 2 improving from very good to outstanding then regressing back to very good in the last academic year, and declining attainment in phases 3 and 4 from outstanding to good and very good respectively.
- The school's analysis of internal assessment data indicates that a large majority of students in phases 1 and 2 and most students in phases 3 and 4 make better than expected progress over time and from their starting points.
- In lessons and their recent work, a large majority of students in phases 1, 2 and 4, and a majority in phase 3 make better than expected progress in developing their listening, understanding, speaking, and reading skills. However, their progress in writing and reading comprehension skills across the grades is developing.
- The school's analysis of progress data indicates that boys make very good progress in phases 1 and 2 and outstanding progress in phases 3 and 4, girls make outstanding progress in phases 1 and 3 and very good progress in phases 2 and 4, high attainers make outstanding progress across all phases and low attainers make outstanding progress in phases 1, 3 and 4 and good progress in phase 2. Data indicates that students with additional learning needs, including students of determination, make good progress in phases 1 and 3, outstanding progress in phase 2, and very good progress in phase 4, whereas gifted and talented students make good progress in phase and outstanding progress in the other phases. In lessons, gifted, talented, and higher-ability students do not always make the progress they are capable of. Students of determination make less progress than other groups against their starting point.

Next Steps:

1. Improve reading comprehension skills to enable students to draw conclusions and identify main ideas and implied details in phase 3.
2. Improve writing skills using a wider range of vocabulary with the correct application of grammar and spelling in all phases.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

Subject		KG	Cycle 1	Cycle 2	Cycle 3
UAE Social Studies	Attainment	Very Good	Very Good	Good	Good
	Progress	Very Good	Very Good	Good	Good

Findings:

- The school's analysis of internal assessment data against the Ministry of Education (MoE) curriculum standards indicates that most students in all phases attain levels above curriculum standards. This high level of attainment does not align with students' knowledge and skills observed in lessons.
- The school has no external, national, or international social studies assessments.
- In lessons and their recent work, the large majority of students in phases 1 and 2, and the majority in phases 3 and 4 attain levels that are above curriculum standards.
- Over the past three years, the school's internal assessment data suggests most students in all phases have consistently attained levels above curriculum standards, except in phase 2 where students' attainment regressed from outstanding in the academic year 2021/22 to very good in 2022/23 to improve again to outstanding in the last academic year.
- The school's internal assessment data indicates that most students in all phases make better than expected progress relative to their starting points and curriculum standards.
- In lessons and their recent work, the large majority of students in phases 1 and 2 make better than expected progress. Independent research and inquiry skills are variable across all phases.
- The school's assessment data indicates that girls and high attainers in all phases make outstanding progress; boys In phases 1, 2, and 3 make outstanding progress, and very good progress In phase 4. Data indicates that low attainers make outstanding progress in Phase 1, very good progress in Phase 2, and acceptable progress in Phase 3, with no data for low attainers in Phase 4. Students with additional learning needs, including students of determination, make weak progress in Phase 1, outstanding progress in Phase 2, and good progress in Phases 3 and 4. Gifted and talented students make outstanding progress in phase 1, very good progress in phases 2 and 3, and good progress in phase 4. Low attainers make slower progress in lessons because the support provided is insufficient.

Next Steps:

1. Promote research and inquiry-based learning to enhance critical thinking and analytical skills across all phases.
2. Develop students' understanding of how the geography of the UAE influences its economy across all phases.

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	Very Good	Very Good	Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good

Findings:

- The school's analysis of internal assessment data at the end of the AY 2023/24 against the CBSE curriculum standards indicates that most students in phases 1, and 3 and a large majority in phases 3 and 4 attain levels above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons in phases 1 and 3.
- The school has no national or international assessments for KG. Grades 10 and 12 students who took the CBSE board examinations at the end of the AY 2023/24 attained outstanding results. In grades 3 to 9, students took the 2024 International Benchmark Standardized Tests (IBT). Results indicate weak attainment across all grades. The school participated in PISA 2022. The reading literacy results were 475.4, which was below the set target.
- In lessons and their recent work, a large majority of students in phases 1, 2, and 4, and a majority in Phase 3 demonstrate reading and comprehension skills above curriculum standards.
- Over the past three years, the school's internal data analysis indicates that most students in phase 1 and the large majority in phase 4 have consistently attained above curriculum standards.. In phase 2, while most students attained above curriculum levels In the AY2021/22, this regressed to a large majority consistently attaining above curriculum levels over the last two years in phase 2. Similarly In phase 3, while most students attained above curriculum levels In the AY2021/22, this regressed to a large majority consistently attaining above curriculum levels In 2022/23, but improved again In the last academic year when most students attained above curriculum levels.
- The school's analysis of internal assessment data indicates that most students in all phases make better than expected progress over time and from their starting points at the beginning of the academic year 2023-24.
- In lessons and their recent work, a large majority of students in all phases make better than expected progress in relation to learning objectives that are aligned with curriculum. They can write short stories, present to others on various topics, and read a variety of texts. However, they need to practice different forms of writing and be more confident when speaking.

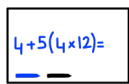
- The school's assessment data indicates that girls and high attainers across all phases, boys in phases 1, 2 and 3, low attainers in phases 1, 3 and 4 and gifted and talented students in phases 1, 3 and 4 all make outstanding progress. Boys in phase 4 and gifted and talented students in phase 2 make very good progress, while low attainers in phase 2 only make acceptable progress. The school progress data of students with additional learning needs, including students of determination, make good progress in phases 1, 2 and 3, and very good progress in phase 4.

Next Steps:

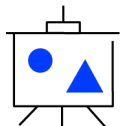
1. Improve spelling and grammar accuracy and vocabulary development in all phases.
2. Build student confidence in speaking and ensure they practice various forms of writing in all phases.

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:



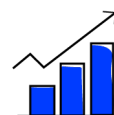
Number and quantity and their use



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	Very Good	Good	Acceptable	Acceptable
	Progress	Very Good	Good	Good	Good

Findings:

- The school's analysis of internal assessment data at the end of the 2023/24 academic year against the CBSE curriculum standards indicates that most students in phase 1, and a large majority in phase 2 attain levels above curriculum standards. Most students in phase 3 and less than three quarters in phase 4 attain levels that are in line with curriculum standards. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons, particularly in phases 1 and 2.
- The school has no national or international assessments for KG. Grades 10 and 12 students who took the CBSE board examinations at the end of the academic year 2023/24 attained good results. In grades 3 to 9, students took the 2024 International Benchmark Standardized Tests (IBT). Results indicate weak attainment across all grades. Participation in PISA 2022 indicates that students' attainment and mathematical literacy skills (470.7) is below the set target. Students reached the Intermediate international benchmark level in grades 4 and 8 in the most recent TIMSS (2019).
- In lessons and their recent work, the large majority of students in phase 1 and the large majority in phase 2 attain levels that are above curriculum standards, while most students in phases 3 and 4 attain levels in line with the curriculum standards. In KG, students count and use numbers up to 20 and beyond. In phase 1, students can find equivalent fractions. In the other phases, students demonstrate algebraic and geometrical skills, applying these skills in familiar contexts. Investigative and reasoning skills require development.
- Over the past three years, the school's internal data shows that student attainment in phase 1 has consistently been outstanding, while in phase 2 it was fluctuating between outstanding, good and very good in the academic years 2021/22, 2022/23 and 2023/24 respectively. In phase 3, students' attainment has been regressing over the last three years from very good in 2021/22 to weak in the last academic year. Data also indicates fluctuation in students' attainment in phase 4 from very good to weak and acceptable in the academic years 2021/22, 2022/23 and 2023/24 respectively.
- Throughout the school, teachers assess students' individual starting points in diagnostic tests at the start of the year and termly tests. Analysis of the school progress tracking data indicates a large majority of children and students in phase 1 and most students in other phases make progress that is better than expected from their starting points.
- In lessons and their recent work in all phases, the large majority of students in phase 1 and the majority in the

other phases make better than expected progress in gaining new mathematical knowledge and skills in relation to their starting point. In KG, students' progress in adding numbers and using the language of more and less. In other phases, students can find the perimeter of combined shapes and areas of shapes, calculating surface areas. Phase 2 and 3 students find it challenging to link theory to solve practical problems.

- The school's assessment data indicates that boys and girls make similar progress where the large majority in phases 1 and 2 and most boys and girls in phases 3 and 4 make better than expected progress. Most high attainers across all phases make better than expected progress. Data also indicates that most gifted and talented students in phases 1, 2 and 4, and the large majority in phase 3 make better than expected progress. The large majority of low attainers in phase 1 and the majority in phase 4 make better than expected progress, while most low attainers in phases 2 and 3 make the expected progress. Progress data of students with additional learning needs, including students of determination, indicate that most students in phases 1, 2 and 4 and the majority in phase 3 make better than expected progress. In lessons, higher and lower-attaining students are not given appropriate levels of challenge and are not supported sufficiently to make the progress they are capable of.

Next Steps:

1. Integrate more real-life problem-solving opportunities into lessons to help students connect abstract mathematical concepts to practical situations in all phases.
2. Improve students' application of mathematics to everyday real-world problems, especially in phases 3 and 4.
3. Enhance younger students' critical thinking skills, introducing activities that encourage them to apply mathematical knowledge in problem-solving tasks in phases 1 and 2.

Science

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



Scientific thinking,
inquiry, and
investigative skills



Ability to draw
conclusions and
communicate ideas



Application of science
to technology, the
environment and society

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

Findings:

- The school's analysis of internal assessment data at the end of the 2023/24 academic year against the CBSE curriculum standards indicates that most children and students in phases 1 and 2, a large majority in phase 3 and the majority in phase 4, are above curricular standards. In phase 4, the majority of students attain above curricular standards in biology and chemistry, while most students attain in line with curriculum standards in physics. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons, particularly in phases 1 and 2.
- The school has no national or international assessments for KG. Grades 10 students who took the CBSE board examinations at the end of the academic year 2023/24 achieved very good results. Grade 12 students achieved good results in physics and very good results in chemistry and biology. In grades 3 to 9, students took the 2024 International Benchmark Standardized Tests (IBT). Results indicate weak attainment in phase 2, acceptable attainment in phase 3, and good attainment in phase 4. Participation in PISA 2022 indicates that students' attainment and science literacy skills are below the set target. In the most recent TIMSS (2019), Grade 4 performed below the international average, while Grade 8 performed above the international average.
- In lessons, the majority of students in all phases attain levels above curriculum standards. Students have developed an age-appropriate knowledge and understanding of physical, life, space, and earth sciences. They follow the scientific method for experimentation. However, observation and analysis skills are inconsistent across phases. Students in all phases, participate in simple experimentation. The skills of prediction and hypothesis in phases 2 and 3 are developing.
- Over the past three years, the school's internal data analysis indicates that most of phase 1 and 2 students have consistently attained levels above curriculum standards. In phase 2 attainment regressed from very good and good and improved again to very good in the last academic year. In phase 4 students' attainment was fluctuating between very good, weak and good in the academic years 2021/22, 2022/23 and 2023/24 respectively.
- The School's internal assessment data for the academic year 2023-24 indicates most students in all phases,

make better than expected progress from their starting point at the beginning of the year.

- In lessons and their recent work, the majority of students in phases 1, 2, and 3, and the large majority of students in Phase 4 make better than expected progress from their starting points. In lessons, students in phases 1, 2 and 3 participate in experiments and communicate their learning. Students in phase 4 demonstrate higher levels of thinking by drawing inferences from scientific research. However, students in all phases need to plan their experiments or investigations and make better progress in demonstrating skills in real-life problem-solving.
- The school's assessment data indicates that boys and girls make very good progress in phase 1 and outstanding progress in the other phases. High attaining students make outstanding progress across all phases. Low attaining students make acceptable progress in phases 1 and 2, and good progress in phases 3 and 4. Progress data also indicates that students with additional learning needs, including students of determination, make good progress in phases 1 and 3, and outstanding progress in phases 2 and 4, while gifted and talented students make outstanding progress in phases 1 and 4, and very good progress in phases 2 and 3.

Next Steps:

1. Improve students' skills of prediction and hypothesizing in all phases.
2. Enhance students' experimentation skills using the scientific method in all phases.
3. Enhance students' use of scientific terminology in all 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	Very Good	Very Good	Very Good	Very Good

Findings:

- Students across all phases in almost all lessons are engaged and enjoy their learning. They show self-reliance and take pride in leading their learning and completing assigned work. They know their strengths through receiving constructive feedback that helps them identify what they need to do to improve.
- Group work is a regular feature in lessons, with students working in mixed-ability groups to complete tasks. In some lessons, higher-ability students control the work being produced. Students interact well, collaborating to create and share their work through group and whole-class presentations. In KG, students take turns sharing resources. In all phases and almost all subjects, students listen to the views of others and respond thoughtfully.
- Students across the phases make connections between areas of learning, with literacy skills, including reading and speaking, being a feature in most lessons. Wider connections, including UAE culture and values and environmental awareness, help students relate to the world around them, especially in Arabic medium subjects and science. In some lessons, including math in phases 2 and 3, connections to real-world applications are mostly superficial and do not deepen student's learning skills.
- Critical thinking skills and other higher-order skills are features in most lessons. In the better lessons students demonstrate their ability to work independently. Some activity clubs are organized by the school during the school year, focusing on technology, language, environmental, and mathematical skills, integrate a range of learning skills that allow students to be innovative and apply their thinking skills. Students' ability to use ICT and learning technologies to support their learning is a developing feature across phases and subjects.

Next Steps:

1. Enhance real-world applications and connections in English medium subject lessons in all phases.
2. Further develop students' independent and higher-order thinking skills in all phases.
3. Expand and integrate technology use across all phases and subjects.

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

Personal Development

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

Findings:

- Students enjoy coming to school, and demonstrate a positive attitude to learning. They respond well to feedback and instructions. Students have beneficial and supportive relationships with their teachers. They appreciate words of encouragement and feedback on their work. Respectful and friendly relationships with their peers and others lead to a school ethos of genuine care and empathy, including those with special educational needs.
- Students understand and follow the school procedures and routines, which results in a productive learning environment in classrooms and around the school. Older students have various responsibilities as part of the school council and are independent and self-reliant in their work. Bullying is rare.
- Students in KG are respectful of each other and take turns sharing resources. Students support each other, and older students help younger ones during break times. Students participate in a range of activities, and they help each other, often mentoring in clubs. Relationships with staff and students are respectful and considerate.
- Students in all phases have positive attitudes to physical activity and healthy eating. The curriculum includes planned lessons as well as extracurricular clubs and activities, including students being physically active during break times. The school promotes healthy eating, supported by the school nurse, ensuring that students eat healthy snacks during breaks.
- Attendance is good at 95% in all phases, with most students usually arriving to school on time.

Next Steps:

1. Enhance opportunities to give peer feedback to students in all phases.
2. Reinforce healthy living initiatives, including healthy eating in all phases.
3. Improve attendance to at least very good in all phases.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Students across the school have clear awareness and appreciation of the values of Islam. They understand how these influence many aspects of life in the UAE and mention several values, such as tolerance. Students engage in Islamic celebrations. They show reverence and appreciation when reciting the Holy Quran in assemblies.
- Evidence from assemblies, lesson observations, students' work and interviews show that students across the school are knowledgeable and appreciative of the Emirati heritage and culture. They actively participate in a range of cultural activities and celebrations such as National Day, Flag Day and Commemoration Day. Students share information about famous places in the UAE. They can discuss the history of the UAE and the role of the late Sheikh Zayed as its founding father. Most lessons across the school include cross-curricular links to the UAE heritage and culture connecting students' learning to their lives in the UAE.
- Students demonstrate a clear understanding and appreciation of their own Indian culture. They discuss their own culture knowledgeably. They demonstrate interest in learning about world cultures such as their food, art and history while enjoying cultural festivals.

Next Steps:

1. Engage students in more opportunities to secure their understanding of how Islamic values influence contemporary life in the UAE.
2. Expand students' knowledge and understanding of how heritage and culture influence life in the UAE.
3. Ensure more opportunities are provided for students in all grades for deeper understanding and awareness of other world cultures.

Social responsibility and innovation skills

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

Findings:

- Older students, in phases 3 and 4, actively participate in a range of activities and competitions in the school and broader community that showcase their understanding of their responsibilities towards their society . As a result, students have developed an awareness of global crises such as poverty, climate change and desertification. Students participate willingly in school events and activities. The school has a strong student council of 70 members from phase 4 who help in monitoring and supporting students across the school and participate in volunteering activities. These opportunities are inconsistent in phases 1 and 2.
- Students across all phases demonstrate positive work ethics. They can organize their learning and take responsibility for the quality of their work. Students in phase 4 take the initiative and come up with creative ideas and make suggestions that usually get approved by school leaders and conducted by students, such as an anti-bullying campaign and school FM radio. However, students in phases 1, 2, and 3 have less opportunity to be creative and innovative. Students' innovation, enterprise, and entrepreneurial skills across all phases are inconsistent.
- Students, particularly in phases 3 and 4, demonstrate high awareness and understanding of sustainability and conservation. They participate in various projects to improve their school, and engage in projects that promote national and global ecological awareness and conservation beyond the school . Students in phases 1 and 2 have a lack of opportunities to take part in school-wide programs and initiatives.

Next Steps:

1. Ensure that students in phases 1 and 2 are given equal opportunity to participate in volunteering programs and encourage them to take initiatives.
2. Enhance students' enterprising, entrepreneurial and innovation skills across all phases.
3. Raise students' awareness and understanding of conservation and sustainability in phases 1 and 2 and encourage them to effectively participate in the school's programs and initiatives.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers demonstrate solid subject matter expertise and apply their knowledge of how students learn through a teacher-centred and teacher-directed approach to learning. KG teachers have a thorough knowledge of how young students learn best and plan lessons using different strategies adapted to the students' learning strengths. In high school, subject-specialized teachers can explain complex and conceptual learning step-by-step, and most use a more student-centred approach to learning.
- In all phases, lessons are carefully planned using a standard template. Teachers collaborate to plan purposeful lessons using appropriate curriculum standards to create a focused environment for learning. Learning objectives are clearly articulated with specified tiered learning outcomes. Resources such as manipulatives and hands-on materials are used frequently in KG. In Phase 4 science classes, students use specialized laboratory equipment in investigations. Lessons are generally well-paced with smooth transitions between activities, and most teachers utilize a plenary to summarize key points of the lesson.
- Teacher's use of questioning strategies is developing, and in phase 4, teachers engage students with higher-order thinking and problem-solving, particularly in science and English lessons, while in other phases, teacher questions are often more knowledge-based. In phases 2 and Phase 3, students are not consistently asked to reflect on their learning or engage in dialogue with the teacher to develop critical thinking skills.
- Teaching strategies to meet the needs of individuals and groups of students are primarily whole-group direct instruction with little variation in teaching to different needs and abilities, especially in phases 3 and 4. Teachers use tiered objectives and learning outcomes to meet the needs of students of varying ability levels, although the activities are not always personalized. High-achievers and gifted and talented students are not always adequately challenged in lessons across all phases.
- Teaching is focused upon the stated learning objectives and learning outcomes, which sometimes limits the level of challenge, particularly for students in Phase 2 and Phase 3. In the KG, opportunities are developing for students to lead their own learning and construct their own knowledge, which continues to develop over the phases. Critical thinking is enhanced with opportunities to engage in more challenging learning, especially in English medium subjects in Phase 4.

Next Steps:

1. Strengthen differentiated activities by adapting teaching approaches in phases 3 and 4.
2. Enhance questioning techniques and critical thinking in phases 2 and 3.
3. Ensure that higher-ability students and gifted and talented are appropriately challenged across all subjects and phases

Assessment

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

Findings:

- Internal assessment processes are mainly consistent and provide valid measures of students' academic, personal and social development. They are clearly linked to the appropriate curriculum standards. Baseline assessments are established with students sitting for mid and end-of-term evaluations. Internal assessment results in all phases are not always reliable in accurately measuring students' knowledge, skills, and understanding.
- The school benchmarks students' academic outcomes against appropriate external, national, and international expectations. The school administers the International Benchmark Test (IBT) and international assessments including the Program for International Student Assessment (PISA) and The Trends in International Mathematics and Science Study (TIMSS). Results for TIMSS and PISA are generally below the school target. IBT results are also below expected, except for science. There is no international benchmark test in place for Arabic.
- Assessment data is analyzed; however, analysis is not robust, especially in phases 2,3 and 4, making it challenging to obtain a precise picture of individual and group progress. Internal assessment data analysis supports teachers in broadly planning for different ability groups, including gifted and talented students and students of determination.
- Assessment information is used adequately to influence teaching and the curriculum to meet the learning needs of groups of students and enhance their progress. . Teachers mainly use formative assessment to judge student ability. In KG, teachers use assessment information successfully to enable most students to progress.
- Teachers have good knowledge of the strengths and weaknesses of individual students. They give feedback in both written and oral forms and inform students what they are doing well and the next learning steps. Students are sometimes involved in assessing their learning and occasionally in peer assessment, but this is a developing feature.

Next Steps:

1. Improve analysis of data so that it informs teacher planning across all phases.
2. Enhance the reliability of internal assessments across all phases.
3. Expand student involvement in peer and self-assessment across all phases.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the Central Board of Secondary Education (CBSE) Curriculum and the Ministry of Education (MoE) Curriculum for Arabic medium subjects. The two curricula have a clear rationale, balance knowledge, skills, and attitudes, and provide opportunities for practical and physical learning experiences. In KG, the curriculum provides opportunities for students to learn through play and develop their creativity and exploration skills.
- The continuity and progression of learning are organized around phases in most subjects. Learning is planned to consider students’ existing knowledge and meet the needs of almost all groups of students. As a result, students are well prepared for the next phase of learning as they move through the school. Students completing their CBSE certificates are well prepared to continue their studies in local and international colleges and universities.
- The school offers a number of curricular choices for students within the CBSE curriculum. Students choose subjects from six subject groups from Grade 6 onwards. Extracurricular activities held after school cater to the needs of the majority of students, including sport and performing arts.
- Cross-curricular links are central to the curriculum and are focused on and built around cross-curricular learning. Collaborative planning is a key feature in all lessons, and connections between subjects are systematically integrated across all disciplines throughout the school.
- The curriculum is regularly reviewed by reflecting on all units taught and with the cooperation of the Central Board of Secondary Education. The school already has some data from TIMSS and ACER IBT assessments, as well as internal results, which assist the review process, and further external assessment processes are planned.

Next Steps:

1. Strengthen curriculum alignment with external assessment in all phases.
2. Expand the range of extracurricular and enrichment activities to support students with broader learning experiences.
3. Enhance real-world applications using project-based learning in phases 2 and 3.

Curriculum adaptation

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

Findings:

- The school identifies students based on need and capability and offers targeted support in lessons and additional teaching support. IEP's are prepared to focus more clearly on improving student outcomes. However, opportunities for gifted and talented students to pursue their talents further through extracurricular activities are only adequate. Low-attaining students receive inconsistent support in lessons.
- The CBSE Curriculum is interesting, challenging and engaging, and designed to motivate most students. Therefore, creativity, skill-based courses run in Phases 3 and 4 and are also integrated across most lessons. The curriculum provides students in all phases with a range of activities, including clubs and competitions where students have won awards.
- The curriculum includes activities that link UAE and Emirati culture in most lessons. There are adequate opportunities for students to appreciate the heritage and culture of the UAE and Islamic values in school assemblies, celebrating national events, and school trips.

Next Steps:

1. Review the curriculum to ensure lessons consistently meet the needs of all groups of students.
2. Enrich the curriculum to allow gifted and talented students to enhance their knowledge, skills, and understanding.
3. Increase the number and variety of activities and experiences that connect students with UAE culture and Islamic values across all phases.

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. The arrangements to protect and safeguard students are clearly defined in a written policy that is shared with all stakeholders. All staff sign to confirm they have read and understood this policy. The policy was last reviewed in 2018 and is currently under review, which is not yet complete. The school provides annual training for all staff in child protection and safeguarding; attendance at this mandatory training is recorded. The school ensures that all students are protected from bullying, including online. In addition to cyberbullying awareness classes from the computer science department, the school uses the “peer education team” to inform fellow students how to stay safe online and on social media. Policies are reviewed annually by the principal and separately by the Governing Board, and staff receive frequent updates on changes. There is an accurate central register of all adults who work in the school, and students know who to approach if they have any concerns.
- The school provides a very safe, hygienic, and secure environment for students and staff. The health and safety officer meets regularly with key staff members to formally review policy and plan contingencies. Students in all phases are well supervised during breaks and in corridors. A comprehensive CCTV system covers all the public areas and the KG phase. Bus routines are highly effective, ensuring that students are safe and well cared for as they travel to and from school. Risk assessments are regular, and mitigating action is taken to ensure that expectations for health and safety are met. The school meets all legal requirements and conducts emergency fire evacuation drills at least 4 times per year, all of which are logged.
- The school maintains comprehensive and secure records relating to all aspects of safety. All the necessary regulatory checks for essential functions are up-to-date and all contracts are with approved providers. Daily visual health and safety checks are carried out with more detailed checks regularly during each term. The school has an active Health and Safety Committee, which includes the principal. The committee meets regularly to discuss any issues and take prompt action. The school contracts external organizations to manage various health and safety functions, including the CCTV and alarm system, site security, regular pest control, routine water quality testing, and the daily cleaning of the school. Opportunities for staff and students to raise matters are clearly defined, and both staff and student surveys are well established forming the basis for ongoing improvement. The school has 2 well-equipped medical clinics staffed by nurses to cater to both the boys' and girls' sections. Essential medicines are locked in a secure cupboard within the clinic. The nurse administers essential care to students but is careful to contact parents as soon as possible if medication is required. The nurse maintains accurate records both electronically and in hard copy.
- The premises and facilities are somewhat dated and space is limited, due to student numbers. Despite these issues, it provides a safe and inclusive physical environment that meets the needs of all students. Through a series of ramps, all ground floor parts are accessible to those with mobility or physical disabilities. However, the first floor can only be reached by stairs.

- The school effectively promotes safe and healthy living. Exercise and fitness are important, and daily outdoor recreation for all students is facilitated with access to pitches and shaded play areas. Participation levels within the school are well organized and extensive. However, only a few students join clubs and extend their activities after school. The school has no cafeteria, but the nurse and other staff regularly promote healthy eating and occasionally check students' lunch boxes. The impact of healthy eating promotion is not always measured to ensure effectiveness. Effective measures are taken to protect students from the sun, including appropriate shading in all outdoor spaces.

Next Steps:

1. Complete the review of the school child protection policy and ensure that it continues to align with all statutory requirements.
2. Ensure that initiatives such as healthy eating promotion are measured for impact.
3. Continue to enhance the school building, ensuring it is fully accessible for all.

Care and support

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

Findings:

- Staff have positive relationships with students across the school. The behavior policy includes clarity about expectations for each student and a series of graded disciplinary actions which are consistently implemented. Reports of bullying and other serious behavior issues are almost non-existent, but any incidents are logged and investigated.
- The school has effective procedures in promoting good attendance, but punctuality is still a challenge in the morning, with several students late for assembly. Punctuality is better during the school day and students mostly arrive in time for lessons. Systems for managing attendance and punctuality, including an automatic text message to parents, follow-up of unauthorized absences and lateness, are efficient and effective. As a result, attendance levels have increased to good. However, there are attendance issues during the school year associated with national holidays.
- The school has thorough systems in place to identify individuals with additional learning needs, including students of determination, as well as those with gifts and/or talents. The school uses teacher observations and academic screening to identify learners who require support. Detailed individual education plans (IEP's) are developed and shared with parents at the start of the academic year. Less than 1% have been officially identified as students of determination, as many parents are reluctant to allow the identification process to conclude. A small number of gifted and/or talented students have recently been identified with a range of academic, sporting and creative talents.
- With an appointed special education needs coordinator who oversees support for learning, the school provides appropriate support for students of determination, as well as other students with additional needs who have not been formally identified. The school does not offer in-school support services (ISSS) for students with additional learning needs. Teacher assistants are not a common feature, but a small number of shadow teachers are in place.
- Individual Education Plans (IEPs) are discussed and shared with teachers. Students with additional learning needs, including students of determination, have a mixture of learning, in their regular class as well as in individual or small group settings. Students' progress is monitored, and there is continuous contact and reporting to parents, followed by regular meetings and discussions. In some lessons, where there is no support or shadow teacher; the support can be less consistent, and this has a negative impact on student achievement.
- The well-being and personal development of all students are efficiently monitored with particularly close attention given to students in the higher phases as they prepare to exit the school for college and university. The school counselor and social worker are effective and have developed support policies and approaches systematically. The school keeps records and promptly takes action on issues that arise. The support for senior students is extensive, such as career fairs, college orientation, meetings with students and parents on college selection and useful destination data based on follow-up with school alumni. Parents report a very high level of satisfaction with how students are supported and guided in the school.

Next Steps:

1. Review the attendance policy and morning punctuality to drive the school to the next level.
2. Extend the identification process for students of determination and ensure that support in lessons is more consistent and effective in all subjects.
3. Ensure that the current cohort of identified gifted and talented students is extended.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good

Findings:

- Leaders at all levels, led by a well-qualified principal, set a clear strategic direction. The principal has led the school since 2013. Together with other senior leaders, the school has grown and is now oversubscribed. Leaders consistently demonstrate a strong commitment to UAE priorities, including The National Agenda, with plans to support student achievement in TIMSS and PISA international assessments. The school vision is shared with all staff, students, and parents, focusing on developing strong, self-confident young people to reach their potential in the UAE and beyond. The school maintains an inclusive admission policy, has a well-developed inclusion team, and has appropriate policies in place.
- The senior leadership team (SLT) demonstrates secure knowledge of the curriculum and effective practices in teaching and learning. They have introduced the practice of sharing ideas and effective strategies amongst staff. However, while sharing best practice among teachers is positive, these are not yet securely embedded in all phases and subjects.
- Relationships between all stakeholders are positive. Senior leaders delegate roles and responsibilities to middle leaders, who are aware of what they need to do to improve student outcomes. However, middle leaders, do not have thorough knowledge of the UAE School Inspection Framework. As a result, their capacity to monitor and accurately judge the quality of lessons is limited.
- Relationships and communication within the school are professional and practical, with a strong collegiate atmosphere. As a result, there is a strong bond among all staff. Electronic communication, including e-mail and social media, is used throughout the school, as well as the parents' portal, which has a wide range of information on students' achievement. Surveys are regularly and effectively implemented to ensure the SLT is fully aware of staff opinion. Recent results have shown a high level of satisfaction among staff with the school's leadership. The positive atmosphere and openness of leaders ensure that morale is kept at a high level.
- School leaders clearly understand the actions needed to improve school performance. Leaders have addressed potential barriers to learning with a focus on closer communication with parents and more support classes for identified students. Some improvements have been made to the attendance policy, but more work remains to be done on this aspect. Overall, leaders are very effective in anticipating and addressing potential barriers to sustained improvement.
- Leaders have been innovative and successful in developing the school. Senior leaders actively hold staff accountable for performance through tracking student data, walk-throughs, and lesson observations. Leaders ensure that the school complies with all statutory and regulatory requirements.

Next Steps:

1. Strengthen middle leaders' knowledge of the UAE inspection framework.
2. Expand external support and expertise in professional development activities.
3. Enhance attendance initiatives and emphasize the importance of regular attendance.

School self-evaluation and improvement planning

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

Findings:

- Systematic self-evaluation is established using both internal and external data, as well as information from lesson observations. Though external test results are accurately analyzed, there is an overdependence on internal data. Systems and structures for a self-review cycle are in place and most key priorities are included. Overall, the SEF is descriptive and identifies initiatives, but it does not thoroughly analyze issues and clearly identify barriers to improvement.
- The monitoring of teachers and the impact of their teaching on students' academic and personal progress is systematic. Subject leads and senior leaders regularly evaluate staff performance to ensure consistency in planning and effective delivery of lessons. The school has developed teacher evaluation templates consisting of detailed observation forms with a range of tick-boxes and room for comments. Leaders monitor these, and the school has a clear improvement process where underperformance is identified, and feedback and support are available.
- School improvement planning is comprehensive and based on a range of information and data. The proposed actions are realistic and focus on the improvement of outcomes based on recommendations from the previous inspection, identified needs of the students, and UAE national priorities. The School Development Plan (SDP) identifies clear timelines and responsibilities. While some progress is noted, the SDP does not have a system to indicate clearly how much progress has been made against each target. The school demonstrates a capacity to promote new solutions to address priorities and respond to changing circumstances.
- The school has made sustained progress in addressing most of the recommendations from the school's previous inspection report, including an improvement in student attendance. Improved identification processes have been established for the gifted and talented, and a support initiative is being introduced. However, sustained and effective support for students of determination has not yet been established. The school tracks improvement over time but moving the school to the next level has been inconsistent.

Next Steps:

1. Enhance the use of internal and external data sources to refine self-evaluation.
2. Expand training for leaders and teachers to ensure sufficient knowledge of the UAE Inspection Framework.
3. Establish clear progress tracking to ensure visibility towards the school improvement plan.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- The school effectively involves parents in their children's education by encouraging and responding to their views and ideas. Most parents contribute positively to improving school priorities through the Parent Council, volunteering in classrooms, and supporting school events, including fundraising. Parents regularly contribute to surveys, and their views are considered. As a result, parents are aware of what their children are learning and how well they are doing.
- The school uses a wide range of tools to involve parents in the school life. These include electronic communication and parent orientation sessions. Families are always welcome to offer ideas and concerns through the school's open-door policy. There are regular parent-teacher meetings. Parents of students of determination are involved in their learning and regularly updated on their progress.
- Parents receive regular and sufficiently detailed reports on their children's progress and attainment in all subjects. Information also includes feedback to parents on their children's learning skills and social development. Parents appreciate the holistic view of their children's education. However, comments and students' next steps to learning from the teachers are limited.
- Partnerships with the community are embedded in the school life . The school has purposeful and effective relationships with schools, businesses and community organizations that impact student learning and development. These most often provide learning opportunities for older students, including opportunities to explore a variety of career paths.

Next Steps:

1. Further develop parent workshops and information sessions to support parents in contributing to their child's education.
2. Improve report cards to be more individualized and include specific teacher comments and next steps.
3. Facilitate international partnerships to promote student learning, development, and achievement.

Performance Indicator	Quality judgement
Governance	Good

Findings:

- Governance includes representation from most stakeholders. The Board, which includes the school owner, financial expert, academic consultant, a parent and the principal, is well-informed and regularly seeks feedback from senior leaders and the parent representative. It consistently reviews school policies, procedures and programs and takes action where necessary in cooperation with the principal. The Board welcomes feedback from stakeholders and parents. Regular surveys are carried out by senior leaders as well as face-to-face meetings with the parents' council. The Board is aware of all student achievements and school activity from the formal annual report and regular updates. However, parental representation is not well established, despite some positive efforts.
- The Board of Governors regularly monitors the schools' actions and holds senior leaders accountable but in an informal way through meetings and discussion. All Board meetings are recorded, minutes kept, and proposed actions are monitored from meeting to meeting. The board provides support to senior leaders through regular communication, and a part of the everyday life of the school with regular contact between the owner, board members and the principal. The Board trusts the principal and senior leaders to make decisions around appropriate educational provision and ensures that the agreed support is in place, as far as financially possible. The Board reviews the leadership performance of the principal through ongoing discussion, including constructive feedback and direction.
- The Board exerts a positive influence on the school's leadership and direction. The Board is qualified and has appropriate expertise, which could be expanded to include knowledge of the effective use of technology in education. The Board exerts a positive and direct impact on the overall performance of the school. The Board and principal are passionate about students reaching their potential and realizing their dreams through high-level education and strong personal development support. The board meets all regulatory and statutory requirements in the performance of its duties, including all UAE priorities. The Board ensures a good level of staffing and at least adequate resources. However, technology is scarce, and support for students of determination and the gifted and talented is still at a developmental stage.

Next Steps:

1. Expand representation on the Board of Governors to include external expertise on the effective use of technology in education.
2. Ensure the school is sufficiently resourced with appropriate technology to support student achievement.
3. Ensure a more robust staffing provision to support students of determination and the gifted and talented.

Management, staffing, facilities and resources

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

Findings:

- All aspects of the school's day-to-day management, including its routines and procedures, ensure that the school runs smoothly and that the environment is conducive to learning.
- The school is appropriately staffed with suitably qualified personnel with over half of the teachers holding a master's degree. Staff benefit from professional development training on topics that are primarily developed and delivered by leaders and other staff members. However, development activities are not explicitly linked to priorities identified in the school development plan. More work still needs to be done to support higher and lower-attaining students.
- The premises are adequate and support specialized programs such as science with access to laboratories, composite science, robotics, art and music rooms as well as multipurpose rooms and halls. The school has one library used by all students in all subjects each week with limited space, books and materials, particularly selections for Arabic medium subjects. Access to and throughout the school is monitored and provides students an appropriate learning environment.
- Resources to support learning are relevant to the curriculum standards, such as science labs. Instructional technology resources are limited in all core areas across all phases. While some classes have projectors, whiteboards are seen in some classrooms, making it challenging for students to see and read the lesson.

Next Steps:

1. Develop a robust and sustained professional development model to accelerate teacher's knowledge and expertise on priorities identified in the school development plan to enhance teaching and learning.
2. Provide greater access to technology tools such as apps, learning platforms, e-books, and digital resources to support effective teaching and learning.
3. Expand the library resources and space to provide all students access to a wider range of learning materials, particularly for Arabic medium subjects.

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