

Irtiqa'a School Inspection

AY 2024/25









Grace Valley Indian School

Rating: Good

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School Information

General Information		
	Name	Grace Valley Indian School
	Esis Number	9208
	Location	8, Khirays Das St, Falaj Hazza', Al Ain, 30066
	Website	http://www.gracevalleyschool.com
	Telephone	037805511
	Principal	MOHAMED IBRAHIM ERANHIKAT
	Inspection Dates	28 to 31 Oct 2024
	Curriculum	Indian

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	1599
Number of Emirati students	0
Number of students of determination	8
Largest nationality group of students	India - Pakistan - Bangladesh

Information On Teachers

Number of teachers	82
Nationalities	India - United Arab Emirates - Sudan
Number of teaching assistants	11

Changes since the previous inspection

Since the previous inspection, the school's overall performance judgment has remained good.

Overall achievement in Arabic-medium subjects (AMS) has improved, with some phases showing notable progress, others maintaining steady performance, and few instances of regression. In Arabic as a second language, achievement in Phase 4 has improved from good to very good, with progress in phases 2 and 3 also improving from good to very good, while attainment remains unchanged at good. Phase 1, previously unreported, is now evaluated as good. Achievement in Islamic education is more variable across phases. Phase 2 remains good, and Phase 4 is rated very good. In phase 3, progress remains very good, but attainment has regressed from very good to good. Phase 1, previously unreported, is now evaluated as good. Social studies has maintained consistent ratings in line with previous evaluations, with phase 2 sustaining a good rating and phase 3 rated as very good. Phases 1 and 4, previously unreported, have now been evaluated, with phase 1 achieving a very good rating for attainment and progress marked as good, while phase 4 received a very good rating for overall achievement.

English-medium subjects (EMS) have shown some improvement, with most phases maintaining their previous performance levels and very few experiencing regression. Achievement in English and science has remained consistently good across all phases. In mathematics, performance has been more variable, with phase 1 improving from acceptable to good, phase 4 decreasing from very good to good, and phases 2 and 3 sustaining their previous levels at good.

Students across the school are enthusiastic learners who collaborate effectively and make real-world connections. They are developing critical thinking skills, particularly in the upper phases, though opportunities for independent learning, personalized feedback, and cross-subject links are less consistent in other phases. As a result, students' learning skills remained good across all phases.

Performance Standard 2 (PS2), which includes students' personal and social development, understanding of Islamic values, and innovation skills, was not evaluated in the previous inspection. It is now evaluated, with personal development rated as very good across all phases. Understanding of Islamic values and awareness of Emirati and global cultures are rated as good, while social responsibility and innovation skills are rated as acceptable across all subjects. Students enjoy school, display a positive attitude toward learning, and respond well to teachers' feedback and instructions. Their strong understanding of Islamic values and their integration into contemporary UAE society reflects a good rating in this area. While most students are punctual, a minority arrive late in the morning.

Teaching has followed a similar pattern to learning, with all phases maintaining a good rating. In the academic year 2023/24, more engaging instructional strategies were introduced to promote higher-order thinking and real-life connection discussions, effectively supporting students in achieving learning outcomes. However, opportunities to better address individual learning needs for higher-achieving and younger students across all phases are less developed.

Similarly, the assessment remains consistently rated as good across all phases, with assessment methods well-aligned to learning objectives and detailed analyses of subject results used to identify student knowledge and skills gaps. However, there is inconsistency in the use of differentiated activities, personalized feedback, and the implementation of assessment policies.

Performance Standard 4 (PS4) which pertains to curriculum design and curriculum adaptation was not included in the previous inspection process, but both elements are now evaluated as good across all phases. The school's curriculum, aligned with CBSE and MoE standards, supports cross-disciplinary learning, ICT integration, and targeted interventions, particularly in KG. It incorporates elements of innovation, real-life application, and extracurricular opportunities, though these are less prominent in upper grades and for gifted and talented students.

Health and safety, including child protection and safeguarding, are rated as good. Clear policies, staff training, and regular safety checks support this. However, some inconsistencies exist regarding child protection awareness, dispersal supervision, and access to facilities. Care and support are also rated good, characterized by respectful relationships and effective attendance monitoring. Nonetheless, the systems in place for identifying and supporting students with additional needs—specifically, students of determination and gifted students—lack specific targets in their plans and a very low identification rate of only 0.5% for students of determination. Additionally, the school does not provide in-school support services (ISSS) for students with additional learning needs, including those of determination.

Leadership and management demonstrate variable performance, with the effectiveness of leadership and partnerships with parents and the community maintaining a good level while management remains acceptable. Self-evaluation and school improvement have declined from good to acceptable, whereas governance has improved from acceptable to good. The school actively involves staff and parents in the self-evaluation process and excels in promoting national identity, sustainability, and students' personal development. However, the SEF occasionally overlooks less positive results, leading to overly generous judgments. Teaching observations are conducted regularly, but the feedback focuses more on teaching practices than student learning. The school improvement plan addresses most recommendations with measurable goals, but some areas, such as governance, are excluded, and success measures are not directly tied to student outcomes. Leaders are increasingly engaging with parents and the community to enhance student achievement and well-being. Parents and students express satisfaction with the school, and support systems effectively address the needs of most learners, fostering a positive educational experience. The allocation of resources, including technology and facilities, supports successful teaching and learning outcomes, with the recent introduction of robotics and AI into phases 3 and 4 marking a significant enhancement.

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

The school developed a comprehensive PISA Action Plan has been implemented aimed at addressing key areas for improvement to enhance student performance in reading, mathematics, and science through targeted interventions. Adaptations have been made to the curriculum, aligning it more closely with international benchmarks to ensure sustained progress. The curriculum focuses on the skills and knowledge required for international assessments, but the greatest emphasis is being placed on preparation for PISA in 2025. More opportunities for students to develop critical thinking, problem-solving, and scientific inquiry skills have been incorporated into lesson plans.

The school has developed a partnership with a school in Abu Dhabi to implement project-based experimentation, simulation, and research-based work to support students in developing inquiry skills. Teachers have received appropriate professional development, including that provided by ADEK, to support their understanding of the requirements of international assessments.

Students have specific booklets containing the type of questions they will encounter in these assessments, thus familiarizing them with the format. Additional preparation is provided through quizzes and practice papers to support students with the time element of these external examinations.

Performance in standardized and international assessments

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

Standardized Assessments

The school benchmarks students' performance annually through the ACER IBT, (Australian Council for Educational Research International benchmarking tests), in English, mathematics and science in grades 3 to 9.

In the 2023/24 ACER IBT assessment, attainment in English was very good in phases 2 and 3 and good in phase 4, attainment in mathematics was Good in phases 2 and 3 and acceptable in phase 4, and attainment in science was acceptable in phase 2, very good in phase 3 and good in phase 4.

The school also benchmarks students' performance in English, mathematics and science in phase 4 through the CBSE (Central Board of Secondary Education) assessments. Attainment in the AY2023/24 was outstanding in English, good in mathematics, and good in grade 10 science. In grade 12, attainment was good in physics and chemistry, and very good in biology.

In Arabic medium subjects, the school benchmarks students' performance against the Ministry of Education standards in grade 12. Results in Arabic and Islamic education was outstanding in the AY2023/24.

International Assessments: TIMSS, PISA, PIRLS

15-year-old students participated in the PISA 2022 international assessments. The results in reading literacy at 389.5, mathematical literacy at 422.3, and science literacy at 411 are all below the international standards and below the set target.

In TIMSS 2019, students scored 468.55 in grade 4 and 471.61 in mathematics, and in science they scored 469.75 in grade 4 and 489.46 in grade 8.

Reading

The school has a library with approximately 7000 books of different genres. The majority of books are in English, while other languages are represented with Arabic language books numbering 650. The library is stocked with age-appropriate books, including a wide range of fiction, non-fiction, and subject-specific reference materials. The books are well organized for easy student access. The library has a dedicated section for younger students and is equipped with appropriate seating and tables. Additionally, all classrooms from KG to Grade12 have in-class libraries organized by the teachers to encourage reading in all subjects. Each week, one period is allocated for a dedicated library session for grades 4 to 9, while KG to Grade 3 use their classroom library. For grades 10 to 12, there is a dedicated reading period where students can engage in both digital reading and library reading.

Reading is a priority in the school as the CBSE curriculum requires the continuous development of reading comprehension skills. Comprehension skills are developed in English lessons throughout the school and specific booklets have recently been introduced from grade 3 and above to enable students to achieve higher in international assessments, such as PISA which assess reading and comprehension skills. Teachers in KG have received internal professional development in how to teach reading and external training in teaching phonics. In KG, Jolly phonics is taught with an emphasis on initial letter sounds progressing to CVC words and blending. Practical activities to support the acquisition of these basic skills are high profile in all KG classes. As students advance through phase 1 and into phase 2, they engage in guided reading activities, reading comprehension exercises, and book clubs, where they analyze texts from various genres and themes. These activities not only enhance their understanding but also foster a love for reading. Reading has a high profile in all subjects across the school with any texts on whiteboards often read out by individuals of the class with subject specific vocabulary identified and meanings explained.

There is a comprehensive list of strategies the school employs to promote reading. There are digital reading opportunities through Readworks, Oxford Owl and StoryWeaver platforms. Reading for fluency and reading quizzes through google form in addition to audiobooks and story podcasts promote reading.

These platforms not only support reading comprehension but also feature audio components that allow students to listen to correct pronunciation and accents. This combination of reading along with audio helps improve their fluency and confidence in language skills, offering a comprehensive approach to language learning.

Reading comprehension assessments are conducted in the phases 2 and 3, and the marks are recorded and analyzed. The use of differentiated texts ensures that students at different reading levels are appropriately challenged. Regular formative assessments, such as comprehension quizzes and open-ended questions, help track students' reading progress and provide opportunities for targeted interventions when needed.

Strengths of the school

- Students' attainment and progress in Arabic as a Second Language (ASL) in phases 2, 3, and 4 have improved, alongside better performance in mathematics in phase 1.
- Students demonstrate a positive attitude towards learning and respectful behavior and relationships across the school community.
- Teachers possess secure subject knowledge and provide effective feedback, which enhances student engagement and learning outcomes.
- The school has effective safeguarding measures, including anti-bullying policies and cyber safety programs, ensuring student well-being.

- The school leadership fosters active parental engagement and maintain consistent communication, supported by an engaged Board of Governors.

Key Recommendations

1. Raise achievement in all subjects and phases by:

- ensuring that activities challenge higher-attaining students, including those who may be gifted or talented, to enable them to attain a higher level and make better progress.
- providing more opportunities for students to use technology to support their independent research skills.
- ensuring that students are given more opportunities to take responsibility for their learning and to challenge themselves to attempt more complex tasks.
- planning differentiated learning activities to meet the needs of all students.
- providing time in lessons for students to develop spelling, grammar, and punctuation skills and apply these to their extended pieces of writing in both Arabic and English.

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

- providing further opportunities across all phases for students to develop, use, and apply skills of independent research, innovation, creativity, and problem-solving.
- making more efficient use of time to ensure that students can complete all tasks, including the plenary, to a high standard.
- improving the quality of marking and feedback provided by all teachers in all phases so students know what they need to do to improve their work in a manner appropriate to their age and stage of development.
- improving the consistency of questioning across all phases to further support the reasoning and critical thinking skills of students.

3. Strengthen leadership and management by:

- ensuring that the SEF is evaluative, clearly identifies areas for improvement, and is rigorously understood, applied, and used by leaders at all levels when making judgments. b. enhancing the school development plan to enable robust monitoring and measurement of its impact on student outcomes .
- ensuring that the Individual Education Plans and Advanced Learning Plans for students of determination and those who may be gifted or talented, contain SMART targets, which are included in lesson plans and against which progress can be monitored.

Overall School Performance: Good

PS1: Students' achievements					
Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good	Good	Good ↓	Very Good
	Progress	Good	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	Good	Very Good ↑
	Progress	Good	Very Good ↑	Very Good ↑	Very Good ↑
UAE Social Studies	Attainment	Very Good	Good	Very Good	Very Good
	Progress	Good	Good	Very Good	Very Good
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good ↑	Good	Good	Good ↓
	Progress	Good ↑	Good	Good	Good ↓
Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Good	Good	Good	Good

PS2: Students' personal and social development, and their innovation skills				
	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	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	Acceptable	Acceptable	Acceptable	Acceptable

PS3: Teaching and Assessment				
	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	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	Good	Good	Good	Good
Care and support	Good	Good	Good	Good


PS6: Leadership and Management	
The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable ↓
Parents and the community	Good
Governance	Good ↑
Management, staffing, facilities and resources	Acceptable

Inspection findings


PS1: Students' achievements

Islamic Education


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




Holy Qur'an and Hadeeth




Islamic values and principles




Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

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

Findings:

- The analysis of school internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students across all phases attain levels above curriculum standards. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons across the phases.
- The school does not administer external assessments for grades 1 - 11. The results of the MoE examination for Grade 12 students indicate that most students attained above curriculum standards.
- In lessons and in their recent work, the majority of students in phases 1, 2 and 3 and a large majority of students in Phase 4 demonstrate knowledge of the Holy Qur'an, Hadeeth, Seerah (life of the Prophet PBUH) and the Islamic values and principles that are above curriculum standards.
- The school internal assessment data over the past three years indicates that most students across all phases consistently attain above MoE curriculum standards. Similarly, external assessment data shows that most students consistently attain level above national standards over the past three years.
- The school's internal assessment data shows that most students across all phases make better than expected progress over time from their starting points.
- In lessons and in their recent work, a majority of students in phases 1 and 2 and a large majority of students in phases 3 and 4 make better than the expected progress in developing their knowledge of Islamic principles, etiquettes, understanding the Holy Qur'an, Hadeeth and Seerah (life of the Prophet PBUH). However, they do not make rapid progress in developing their accurate reading of Ayat from

the Holy Qur'an.

- The school's assessment data indicates that most boys and girls across all phases make better than expected progress. A large majority of low attainers in phases 1 and 2 and most in phases 3 and 4 make better than expected progress. Internal data for the progress of high attainers indicates that a large majority make better than expected progress across all phases. While a large majority of students with additional learning needs, including students of determination, in Phase 1 and a majority in Phase 2 make better than expected progress, most in Phase 3 make the expected progress, while no students are identified in phase 4. There are no gifted and talented students in phases 1 and 2; however, a large majority in Phase 3, and most in Phase 4 make better than expected progress. In lessons, higher-attaining students do not always progress sufficiently from their starting points, and low-attaining students face challenges in accelerating their learning due to limited opportunities. Students with additional learning needs, including students of determination, do not consistently meet their expected progress targets. Boys and girls make equal and expected progress in lessons.

Next Steps:

1. Enhance instructional strategies for low-attaining and higher-attaining students by providing differentiated activities and creating more opportunities for accelerated learning and meaningful challenges in lessons.
2. Develop targeted interventions for students with additional learning needs, including students of determination, to ensure consistent progress toward their expected targets, particularly in Phase 3.
3. Use the data from these assessments to align the reported attainment levels with students' observed knowledge and skills in lessons, ensuring consistency and reliability in performance evaluation.

Arabic as a second language

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

Findings:

- The analysis of school internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students across all phases attain levels above curriculum standards. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons across the phases.
- The school does not administer external national or international assessments for grades 1 - 11. MoE examination results for the AY2023/24 for Grade 12 students indicate that most students attained above curriculum standards.
- In lessons and in their recent work, a majority of students across phases 1, 2 and 3 and the large majority in Phase 4 demonstrate listening, reading, comprehension and writing skills that are above curriculum standards. Their speaking and writing skills in standard Arabic are in line with curriculum expectations. Students in Phase 1, students demonstrate foundational reading, writing, and speaking skills, though their accuracy and directional writing need further development. By Phase 2, students develop a secure understanding of standard Arabic and can analyze age-appropriate texts, however some students face challenges in applying the language functionally and engaging in contextual conversations. Pronunciation and reading fluency also require improvement. In phases 3 and 4, students effectively interpret texts and identify main ideas, but a few struggle with fluent, grammatically accurate reading. Across phases 2, 3, and 4, extended writing skills are less well developed.
- Over the last three years, the school's internal assessment data indicates that most students across all phases attain above MoE curriculum standards. Over the last three years, MoE assessment data shows that most students in phase 4 consistently attain levels above national standards.
- School internal assessment data shows that a majority of students in phase 1, a large majority of students in phases 2 and 3, and most students in phase 4 make better than expected progress over time from their starting point at the beginning of the academic year.
- In lessons and their recent work, the majority of students in Phase 1, a large majority of students in phases 2, 3 and 4 make better than expected progress in developing secure listening, understanding and speaking skills. However, they do not make rapid progress in developing accurate fluent reading and extended writing skills.
- The school's internal assessment data indicates that boys and girls make the same level of progress, with most boys and girls making better than expected progress across all phases. Data indicates that most low-attaining students in phases 2 and 3, and the majority in phases 1 and 2 make better than expected progress. Most high attaining students in Phase 2 and the large majority in phases 1, 3 and 4 make better than expected progress. While most students with additional learning needs, including students of determination, in Phase 2 and the majority in Phase 3 make better than expected progress, less than three-quarters in Phase 1 make the expected progress. The large majority gifted and talented students in Phase 3 make better than expected progress, however, most gifted and

talented students in phases 2 and 4 make the expected progress.

Next Steps:

1. Use the data from reliable assessments to identify gaps and align teaching practices with observed student abilities, particularly in reading fluency, pronunciation, and extended writing skills.
2. Launch structured programs to enhance extended writing skills across all phases, focusing on grammar, coherence, and fluency.
3. Conduct professional development sessions for teachers to equip them with effective strategies for teaching functional language application and contextual conversation skills in standard Arabic.

UAE Social Studies

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



National identity



Citizenship



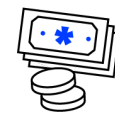
Government



Values and ethics



The individual and society



The national economy

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

Findings:

- The school analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in phases 1, 3 and 4 and the large majority in Phase 2 attain levels above curriculum standards. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons across the phases.
- The school does not administer external, national or international social studies assessments.
- In lessons and their recent work, the large majority of students in phases 1, 3 and 4 and the majority of students in Phase 2 attain levels that are above curriculum standards.
- Over the past three years, student attainment in phases 1 and 4 has consistently remained at an outstanding level. In Phase 2, however, attainment has regressed from outstanding in the AY2023/24 to a steady very good over the last two years. In Phase 3, attainment has been fluctuating, regressing from outstanding in the AY2021/22 to very good in the AY2022/23, and returning to outstanding in the AY2023/24.
- The school analysis of internal assessment data for the AY2023/24 indicates that the majority of students in Phase 1 and the large majority in Phase 2, and most students in phases 3 and 4 make better than expected progress over time and from their starting point.
- In lessons and in their recent work, the majority of students in phases 1 and 2, and the large majority in phases 3 and 4 make better than expected progress.
- The school's analysis of internal assessment data indicates that boys and girls make the same level of progress, with the large majority in phases 1 and 2, and most in phases 3 and 4 make better than expected progress. Data indicates that while most low-attaining students in Phase 1 make the expected progress, the majority in Phase 2 and most low attainers in phases 3 and 4 make better than expected progress. The large majority of high attainers in phases 1 and 3 and the majority in Phase 2 make better than expected progress, however, most high attainers in Phase 4 make the expected progress. Most students with additional learning needs, including students of determination, in phases 1 and 2, and the majority in Phase 3 make better than expected progress. The large

majority of gifted and talented students in phases 2 and 3 make better than expected progress, however, most gifted and talented students in Phase 4 make the expected progress.

Next Steps:

1. Improve students' synthesis skills in extended research and investigative activities.
2. Ensure that lessons are tailored to meet the diverse needs of all students across all phases.
3. Ensure consistent use of open-ended questions and discussions to promote deeper analysis, reflection, and verbal communication skills.

English

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24, against the Central Board for Secondary Education (CBSE) curriculum standards for English, indicates that most students in phases 1 and 2, a majority in Phase 3 and a large majority in Phase 4 attain levels that are above curriculum standards. These high levels of attainment do not fully align with the levels of students' knowledge and skills observed in lessons.
- In the 2023/24 ACER IBT assessments, a large majority of students in phases 2 and 3 and a majority in Phase 4 attain levels above national and international standards. CBSE results for the AY2023/24 indicate that most students in grades 10 and 12 achieve levels above curriculum standards. In PISA 2022, 15-year-old students did not meet the international standard or the set target at 485 with a score of 389.5.
- In lessons and their recent work, a majority of students across phases demonstrate levels of knowledge, skills and understanding that are above curriculum standards. Students communicate their learning effectively by responding to questions orally and following instructions related to their tasks. Comprehension skills are demonstrated across all phases through reading texts from the board or worksheets. However, allocating additional time for writing would enable students to produce higher-quality extended writing.
- Over the past three years, the school's internal assessment data indicates that attainment has consistently been outstanding in Phase 1 and very good in Phase 4. In Phase 2, attainment has been fluctuating, regressing from outstanding in the AY2021/22 to very good in the AY2022/23 and returning to outstanding in the AY2023/24. In Phase 3, students' attainment regressed from very good in the AY2021/22 to good over the last two academic years. ACER IBT assessment results over the last three years indicate that overall students' attainment regressed from outstanding in the AY2021/22 to very good in the last two academic years. Whereas in CBSE assessments, attainment improved from very good in the AY2021/22 to outstanding over the last two academic years.
- The school's internal assessment data indicates that a large majority of students in phases 1, 2 and 4 and a majority of students in Phase 3 make better than expected progress relative to their starting

points at the beginning of the academic year.

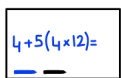
- In lessons and students' recent work, a majority of students across all phases make better than expected progress in relation to appropriate learning objectives in line with curriculum standards.
- The school's analysis of internal progress data for different groups indicates that a large majority of boys in phases 1 and 2 and a majority in Phase 4 make better than expected progress, however, most boys in Phase 3 make the expected progress. Girls make better progress than boys, as most girls in phases 1, 2 and 4 and a large majority in Phase 3 make better than expected progress. Most low attainers in Phase 1, a large majority in phases 3 and 4, and a majority in Phase 2 make better than expected progress. While a large majority of high attainers in phases 1 and 2 and a majority in Phase 3 make better than expected progress, most high attainers in Phase 4 make the expected progress. A large majority of gifted and talented students in phases 2 and 4, and a majority in Phase 3 make better than expected progress. Progress of students with additional learning needs, including students of determination, is lower than other groups, as less than three-quarters in phases 1 and 2, and most in Phase 3 make the expected progress.

Next Steps:

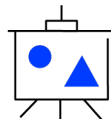
1. Ensure that students are given time and opportunities to develop their extended writing skills.
2. Provide personalized support for students with additional learning needs, including students of determination to accelerate their progress.
3. Provide the appropriate support and challenge for boys in Phase 3 and high attainers, particularly in Phase 4 to make the progress they are capable of.

Mathematics

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



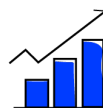
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

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

Findings:

- The school's internal assessment data measured against the CBSE curriculum indicates that most students in Phase 1 and a majority of students in the other phases attain levels that are above curriculum standards. These levels of attainment are in line with lesson observations in phases 2, 3 and 4, but not in phase 1.
- In the 2023/24 ACER IBT assessments, a majority of students in phases 2 and 3 attain levels above national and international standards, however most students in Phase 4 attain in line with the standards. In CBSE international examinations, a majority of students in Grade 10 and a large majority in Grade 12 attain levels above national and international standards. In PISA 2022, 15-year-old students did not meet the international standard or the school target at 485 with a score of 422.3.
- In lessons and their recent work, the majority of students in all phases attain levels that are above curriculum standards. In Phase 1, the majority of students demonstrate number skills above curriculum standards. The majority of students in phases 2 and 3 demonstrate measurement skills that are above curriculum standards in finding areas of combined shapes and apply these skills in real life applications. In phase 4, the majority of students' measurement skills are above curriculum standards when calculating the surface area and volume of combined shapes. Students across the school are developing their problem solving, reasoning and critical thinking skills and application of their mathematical skills in real life applications.
- Over the past three years, the school's internal assessment data indicates consistent outstanding attainment in Phase 1. In Phase 2, data indicates a downward trend with students' attainment regressing from outstanding to very good and good over the last three years. In phases 3 and 4, students' attainment regressed from outstanding in the AY2021/22 to steady good in the last two academic years. ACER IBT assessment data indicates that students' attainment regressed from outstanding in the AY2021/22 and 2022/23 to good in the last academic year. Whereas CBSE assessment data indicates consistent good attainment over the last three years.
- The school's internal assessment data indicates that a majority of 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 and their recent work, the majority of students in all phases make better than expected progress in gaining new mathematical knowledge and skills in relation to their starting point.
- The school's internal data of the progress of different groups of students indicates that boys and girls make similar progress in phases 1, 2 and 3, as most in Phase 1 and a majority in phases 2 and 3 make better than expected progress. However, in Phase 4, a majority of girls make better than expected progress, whereas less than three-quarters of the boys make the expected progress. While a majority of low attainers in Phase 1 make better than expected progress, most low attainers in phases 2 and 3, and less than three-quarters in Phase 4 make the expected progress. The large majority of high attainers in Phase 1 and a majority in the other phases make better than expected progress. Most gifted and talented students in phases 2 and 4, and less than three-quarters in Phase 3 make the expected progress. Less than three-quarters of students with additional learning needs, including students of determination, in phases 1 and 3, and most in phase 2 make the expected progress.

Next Steps:

1. Enhance students' problem solving, reasoning and critical thinking skills across all phases focusing on applying mathematical skills in real-life applications.
2. Provide the appropriate support and challenge to accelerate the progress of students with additional learning needs, including students of determination and gifted and talented students.

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	Good

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 indicates that a most students in phases 1, a large majority of students in phases 2 and 4 , and a majority in phase 3 and in phase 4 physics, chemistry and biology attain levels that are above curriculum standards. This level of attainment does not fully align with the students' level of knowledge and skills observed in lessons across all phases. • In the 2023/24 ACER IBT, most students in phase 2 attain in line with national and international standards, while a large majority of students in phase 3 and a majority in phase 4 attain higher than the standards. In the external CBSE examination, majority of students in grade 10 attain level above curriculum standards in science, a majority of grade 12 students attained higher than the curriculum standards in physics and chemistry and a large majority attained higher than the curriculum standards in biology. In PISA 2022, 15-year-old students scored below the international standard and the school target at 485 with a score of 411.
- In lessons and their recent work, a majority of students across phases demonstrate knowledge, skills and understanding that are above curriculum, standards. In phases 1 and 2, students demonstrate foundational scientific skills, including classifying, testing, predicting, observing, and recording, however these skills are not consistently demonstrated in grades 1 and 2. In phase 2, students assemble simple machines and circuits by following instructions, but their ability to design investigations and apply scientific thinking is less developed. In phases 3 and 4, students watch simulation of the concept and describe its applications, developing their critical and analytical skills; they conduct experiments and record observations but rely on provided hypotheses rather than independently formulating their own, and the use of scientific vocabulary remains inconsistent across all phases.
- The school's internal assessment data, over the past three years, indicates that attainment in phase 1 improved from very good in the AY2021/22 to outstanding in the last two academic years, whereas in phase 4, attainment regressed from outstanding in the AY2021/22 to very good in the last two years. in phase 3 and in physics and chemistry in phase 4, attainment regressed from outstanding in the AY2021/22 to good in the last two years. In phases 2 and 4 attainment has been fluctuating, regressing from outstanding in the AY2021/22 to good in the AY2022/23 and improving to very good in

the last academic year in phase 2. In phase 4 biology, attainment regressed from outstanding in the AY2021/22 to acceptable in the AY2022/23 and improved to good in the last academic year. ACER IBT data over the past three years indicates that students' attainment in science regressed from outstanding in the AY2021/22 and 2022/23 to good in the last academic year. In CBSE, attainment in grade 10 science and in grade 12 physics and chemistry has been consistently good over the last three years, whereas, attainment in biology improved from good in the AY2021/22 to very good in the last two years.

- The school's analysis of internal assessment data indicates that a large majority of students in phases 1, 2 and 4, and a majority in phase 3 make better than expected progress in relation to their individual starting points. In phase 4, a large majority of students make better than expected progress in chemistry, a majority make better than expected progress in physics and most students make the expected progress in biology.
- In lessons and students' recent work, the majority of students make better than expected progress in all phases in relation to appropriate learning objectives. • The school's internal analysis of the progress of groups of students indicates that a large majority of boys in phases 1 and 3, and a majority in phases 2 and 4 make better than expected progress. A large majority of boys in phase 4 make better than expected progress in physics and chemistry, and a majority make better than expected progress in biology. Most girls in phase 1, a large majority in phases 2 and 4, and a majority in phase 3 make better than expected progress in physics and chemistry, and a majority make better than expected in science, whereas in phase 4 a majority of the girls make better than expected progress in physics and chemistry, and biology. While a majority of low attainers in phases 1 and 4 make better than expected progress, most low attainers in phases 2 and 3 make the expected progress. In phase 4, a large majority of low attainers make better than expected progress in biology, a majority better than expected progress in physics, however, less than three-quarters make the expected progress in chemistry. Data indicates that a large majority of high attainers in phases 1 and 2, and a majority in phases 3 and 4 make better than expected progress in science. Data of high attainers progress also indicates that in phase 4, while most high attainers make better than expected progress in biology, a majority make better than expected progress and most high attainers make the expected progress in physics. A large majority of gifted and talented students in phase 2 and most in phase 4 make better than expected progress, and most in phase 3 make the expected progress. In phase 4, most gifted and talented students make better than expected progress in biology and a majority make better than expected progress in physics and chemistry. Progress data of students with additional learning needs, including students of determination, indicates that less than three-quarters in phase 1, and most of these students in phases 2 and 3 make the expected progress. The school has not identified any students of determination on phase 4, or gifted and talented students in phase 1.

Next Steps:

1. Increase students' opportunities to independently design and conduct scientific investigations, including developing their own hypotheses.
2. Ensure consistency in developing foundational scientific skills, such as classifying, testing, and predicting, particularly in grades 1 and 2.
3. Enhance the use of scientific vocabulary across 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	Good	Good	Good	Good

Findings:

- Students across the school enjoy learning. Opportunities for students to take responsibility for their learning are evident, particularly in Phase 4 and in kindergarten. Students across the school receive guidance of how to improve their work through verbal feedback. However, evidence of personalized next steps is not apparent. Students have general awareness of their strengths; however, they do not have specific targets for improvement. Students, including those in kindergarten, can work for periods of time without direct adult supervision.
- Students across all phases collaborate well. Occasionally, groups are too big for all students to fully participate in the activity. Students discuss their learning with their peers, often help each other. The best lessons foster a focused and purposeful learning environment.
- Students frequently make links to the real world. In kindergarten, students experiment with a range of everyday objects to develop understanding of basic scientific concepts. In the upper phases, links between mathematics and science are evident, however, opportunities to make cross-curricular links in the lower grades are less explicit.
- The use of learning technology is an emerging feature across the school, as are problem solving activities. In kindergarten, students have regular opportunities to work independently and to problem solve. These skills are less well developed in phases 2 and 3 but become more prominent in Phase 4, where are given increasing opportunities to develop and apply the skills of enquiry, critical thinking, problem solving, innovation and creativity.

Next Steps:

1. Provide personalized targets and next steps for improvement to help students across all phases take greater ownership of their learning.
2. Promote collaboration through smaller, purposeful groups to ensure active participation and meaningful engagement in shared learning activities.
3. Increase opportunities for critical thinking, problem-solving, and innovation across all phases.

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 going to school and demonstrate a positive attitude towards learning. Students, across all phases, consistently develop self-confidence in their learning. However, occasionally, teachers overdirect the learning, and consequently, students are less likely to take the lead in their learning and initiate their own ideas. Feedback from teachers and peers is valued but is not always focused on the next steps for improvement.
- Students consistently show self-discipline and respond well to teachers. They are fully aware of class routines and follow school rules. Students constantly demonstrate positive behavior. They are polite to each other and to teachers, resulting in a safe environment. Bullying is rare.
- Students are sensitive to the needs and differences of others, consistently respect and are willing to help each other. Students' relationships with staff are strongly based on mutual respect and consideration. Students feel safe to go to teachers, social workers, and other members of the school staff when they need help.
- Students demonstrate a secure understanding of safe and healthy living. They consistently make healthy eating choices and participate in activities that promote safe and healthy lifestyles. As the school does not have a canteen, students bring their food from home, which is constantly monitored by school staff to ensure that they are eating healthy food. Students participate effectively in school events that promote healthy living and contribute to displays in school with articles and posters advocating for healthy eating. Students participate in the morning assembly exercises and during PE lessons. However, students can benefit from additional physical activities to support their physical growth and fitness.
- Attendance, at 96%, is very good. Students usually arrive at school and to lessons on time, with a minority of students arriving late for the morning radio sessions but not for the morning assembly.

Next Steps:

1. Improve students' opportunities to lead their learning and initiate their own ideas.
2. Further extend students' awareness of the importance of maintaining healthy lifestyles.
3. Increase students' participation in physical activities to further support their physical growth and benefit.

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 all phases demonstrate a clear understanding of Islamic values and practices. They have a clear understanding of how these values are integrated and influence contemporary society in the UAE through values such as tolerance, respect and charity. They understand how these values impact and influence people's lives both in and outside of school.
- Students in all phases demonstrate understanding, respect and appreciation of Emirati heritage and culture. Emirati scenes adorn the walls of the school, including paintings and quotes. Students' models and artworks are on prominent display throughout the school. Older students are able to articulate the heritage and growth of the UAE. The school celebrates national and cultural events, organize trips to cultural and historical sites in which students are actively engaged.
- Students demonstrate a clear understanding and appreciation of their own culture and can describe similarities and differences with other cultures. While their knowledge of the cultures of countries they aspire to visit is still developing, they have curiosity to interact with others from cultures beyond those represented in the school community.

Next Steps:

1. Expand students' opportunities to engage in activities to explore and compare global cultures, fostering appreciation for cultural diversity beyond the school community.
2. Increase student involvement in planning and participating in national and cultural events to deepen their understanding and appreciation of the UAE heritage.
3. Provide more learning experiences to develop students' understanding of the practical application of Islamic values in the daily life and contemporary UAE society.

Social responsibility and innovation skills

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

Findings:

- Students across all phases occasionally participate in some volunteering initiatives within the school. Students in phases 3 and 4 volunteer in supporting and organizing morning assemblies, break times and students' dismissal. Younger students participate in planting initiatives in the school and morning assemblies. However, volunteering in the broader community is inconsistent, less systematic and less effectively impactful on the school's community due to the limited number of participants.
- Students across all phases are highly motivated to learn in lessons. They enjoy working in groups and with peers. Although students engage well in group activities; however, they lack initiative and confidence to come up with creative ideas. Students in upper phases take the lead in projects when encouraged by their teachers; however, that is inconsistent. Students' innovation, enterprise, and entrepreneurial skills across all phases are less well-developed due to lack of opportunities.
- Students across all phases demonstrate basic environmental awareness. Few students take part in schemes to support conservation and sustainability of the environment. A modest level of care for the immediate environment is observed among students across all phases. Students engage in activities like planting; however, their involvement and participation in activities that promote their comprehension of sustainability and contribute to their school and local environments are inconsistent.

Next Steps:

1. Increase students' opportunities to volunteer both in the school and the wider community.
2. Provide more opportunities for students to develop innovation and entrepreneurial skills through hands-on projects, competitions, and student-led initiatives.
3. Improve students' awareness and understanding of the importance of environmental sustainability and expand their engagement in internal and external schemes that support conservation of the environment.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Teachers have secure knowledge of their subjects and clearly enjoy conveying this to students. In all grades, teachers understand how students learn and often use a range of approaches to teach and consolidate learning. The variety and effectiveness of teaching strategies employed are more refined in KG and Phase 4 where planned activities and timings better meet the needs of learners.
- Lesson planning in Phase 1 is detailed with set criteria to meet the needs of students. Objectives are clearly defined with activities planned to meet and support them. It provides clarity on what students are learning through a range of interesting activities. In phases 2-4, a standardized planning format is applied. Plans are comprehensive highlighting a vast number of areas that should be incorporated in the lesson. This can sometimes result in students not having enough time to complete tasks in the depth or quality that they may be capable of especially when written tasks are required. Students in all phases usually work hard and the positive learning environment and relationships ensure students focus on their work.
- Teacher interactions encourage students to actively participate in their learning. In most classes, teachers ask a range of questions and, in the best lessons, encourage students to justify and expand on their answers. Questioning in a few classes is focused on recalling factual knowledge and teachers often accept short or one-word answers. Opportunities for extended discussion and dialogue are planned for in lesson plans and happen in most classes, however the pace of the lesson can sometimes limit this quality interaction time for students.
- Teachers are aware of students' different needs, and differentiation is incorporated in the lesson plan in all phases. However, this often focuses on varying the number of tasks on similar themes rather than tailoring tasks to better address individual and group needs. While students make progress through the different planned challenges, providing higher-achieving students with opportunities for more independent research could further enhance their achievement.
- In the best lessons, teachers allow adequate time for students to reflect on their work and occasionally conduct independent research, which is more prevalent in phase 4. Although younger students are capable of working independently, opportunities are currently limited. While critical thinking opportunities are included in planning, activities often do not support deeper thinking. Across phases, students are not consistently encouraged to justify their responses thoroughly.

Next Steps:

1. Engage students in independent research and collaborative learning opportunities with ample time across phases to foster deeper learning.
2. Differentiate tasks to meet individual students' needs and enable them to make better progress towards their learning targets.

3. Enhance questioning techniques to promote critical thinking and deeper dialogue by consistently encouraging students across all phases to justify and expand on their responses.

Assessment

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

Findings:

- Internal assessment processes are mainly consistent and coherent. They are linked to the school's curriculum standards to provide appropriate measures of students' academic development. Assessments are clearly linked to the Central Board of Secondary Education (CBSE) curriculum standards as well as the Ministry of Education's curriculum in Arabic medium subjects. In KG, internal assessments are linked to the Early Years Foundation Stage (EYFS) as an integral part of the learning and development process. The school uses a range of assessments such as end-of-terms assessments, competency based, learning skills assessments as well as a baseline at the beginning of each academic year against which progress is tracked. The school has established an assessment policy clarifying roles and responsibilities with checklists for designing and conducting assessments. These are followed by regular monitoring through walkthroughs to ensure assessment validity and reliability. However, the implementation of this policy is inconsistent across the school and lacks rigor at times.
- The school benchmarks students' academic outcomes against appropriate external, national and international expectations. Results for the Program for International Student Assessment (PISA) are below the school target and the International Benchmark Test (IBT) results in mathematics, science and English are more positive ranging between acceptable to very good. The Central Board of Secondary Education (CBSE) results are high in all subjects as well as the Ministry of Education (MoE) assessments.
- Assessment results are analyzed according to ADEK benchmarks. The school tracks students' progress in classes and phases comparing baseline results to term results. Tracking of individual students in lessons is still inconsistently developed, and not closely monitored across the school except in KG where observation sheets of what the student can and cannot do are completed after each lesson.
- Internal assessment data analysis is used to modify curricular plans for differentiated group activities. However, this is not always effective and is inconsistent across the school, resulting in differentiated activities not always meeting the needs of all students, including students with additional learning needs.
- Across the school, teachers generally know their individual students' strengths and weaknesses. The levels of challenge provided do not always match students' capacity. Marking students' work and providing personalized feedback on next steps is inconsistent. Self-assessment and peer assessments have been implemented using specific rubrics but opportunities for these assessments are inconsistent.

Next Steps:

1. Ensure rigorous tracking and analysis of individual students' progress in lessons to accurately reflect the development of students' skills.
2. Ensure the effective use of assessment information in modifying curriculum and lesson plans to include appropriate levels of challenge and support that meet the needs of all groups of students.

3. Ensure consistency in implementing self- and peer-assessments, as well as personalized timely constructive feedback across all subjects and 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 CBSE curriculum, fully licensed and aligned with the Ministry of Education curriculum for Arabic, medium subjects. In KG, the curriculum merges best practices from the EYFS framework (UK) and the NCF, ensuring compliance with CBSE standards. The curriculum provides a clear rationale aligned with the school, Emirate and national vision. Updated in line with NEP 2020, the curriculum balances academic, emotional, and skill-based development while offering practical and physical learning opportunities. It includes a comprehensive range of core and elective subjects tailored to Indian and UAE contexts. Language options in Hindi, Urdu, and Malayalam are available for Grades 2 to 10, while arts and music are integrated for KG1 to Grade 8. Club activities further enrich the curriculum, providing a holistic educational experience that fulfills all statutory requirements.
- Clear progression is evident across grade levels, with topics and skills built upon sequentially to ensure cumulative learning. Teachers are equipped with curriculum maps that integrate UAE standards, creating a structured progression that advances from foundational concepts to more complex topics. Each grade introduces increasingly challenging concepts, ensuring continuity in academic and skill development. Curriculum progression is based on prescribed textbooks, with planning aligned to ensure that course content is delivered systematically each term. Differentiated tasks are designed to meet the needs of most students, aligning with their existing knowledge or starting points; however, gaps in student learning are not consistently addressed during lessons.
- The school offers two curricular choices science and commerce in line with popular career paths. The science stream consists of Physics, Chemistry and Biology. The commerce stream includes Accountancy, Business Studies, and Computer Science, with options to select between Mathematics, Psychology, or Economics for both streams. Students have the opportunity to make informed subject choices that match their career interests, with support from counsellors and teachers, and visits to universities. However, the curricular choices in senior grades are limited to meet the needs of diverse learners and career paths. While the time-tabled club activities like STEAM and project model-making cater to the needs of most students, these could be further extended to all the grades across the phases.
- The curriculum is meaningfully designed to promote cross-disciplinary learning through integrated projects, theme-based activities, and assignments that connect key subjects enabling students to develop a deeper understanding and apply knowledge to real-world contexts. Sustainable Development Goals (SDGs) are embedded into lessons, encouraging students to relate their learning to global themes, such as clean water and sanitation. The integration of ICT tools, including BYOD (Bring Your Own Device), further enhances interdisciplinary teaching by enabling students to independently research, analyze, and engage in interactive learning experiences.
- Regular curriculum review is conducted [by the senior leadership team, comprising the principal, vice principal, and heads of departments, informed by teachers' review reports and planned modifications. The school utilizes accurate data from international assessments and internal results

to guide the review process, with additional external assessment processes planned. A structured review process is in place, with the curriculum committee regularly evaluating and revising schemes of work. At a micro level, subject and class teachers participate actively in weekly department meetings, reflecting on curriculum alignment, addressing challenges, and suggesting revisions to be implemented at the start of the academic year.

Next Steps:

1. Implement more effective differentiation strategies in lessons to address gaps in student learning and better meet individual needs.
2. Provide more curricular choices in senior Grades to meet the needs of diverse learners and their career paths.
3. Expand the integration of cross-disciplinary projects and Sustainable Development Goals (SDGs) to enhance real-world applications and deepen interdisciplinary learning.

Curriculum adaptation

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

Findings:

- The school is successful in modifying the curriculum to meet the diverse needs of its students, particularly in KG, where independent, activity-based learning enhances engagement and progress. In grades 1 and 2, while the curriculum aligns with the licensed framework, there is less emphasis on incorporating active, play-based learning. In the upper phases, active learning through technology, labs, and activity kits is evident, though its impact on student progress is variable. Individualized Education Plans (IEPs) support students with additional learning needs, including students of determination, however their implementation is inconsistent. Teachers plan challenging and enrichment activities for high-attaining and gifted students to accelerate their progress, although opportunities for these students to pursue their talents through extracurricular activities are limited. Modifications in Arabic and English curricula for different groups are less developed across all phases, and the textbook-driven approach in upper phases restricts opportunities for innovation and real-life application in lessons.
- The curriculum offers a range of opportunities for students to engage in activities that promote enterprise and creativity. Enrichment experiences, including robotics, coding, and artificial intelligence, are planned purposely to develop students' creative and leadership skills. Social contribution activities, like the Zero Hunger campaign, have been introduced but are not consistently embedded across the school. While the school offers some enrichment experiences through clubs, assemblies, and inter-school events, there is scope to provide more comprehensive opportunities for all students, particularly in fostering innovation and enterprise. Opportunities for gifted and talented students, as well as for students of determination, are limited and do not fully address their potential for creativity or leadership development.
- Appropriate links to Emirati culture are integrated throughout the curriculum, fostering students' understanding and pride in the UAE society and Emirati culture. This is reflected in extracurricular activities such as UAE National Day, Flag Day, and Eid celebrations, which encourage cultural engagement and awareness. Displays in corridors and classrooms, along with regular school functions and assemblies, further reinforce students' appreciation of UAE values and culture.

Next Steps:

1. Modify the curriculum to ensure lessons are consistently modified to meet the needs of different groups of students including low attainers, across the subjects and phases.
2. Enrich the curriculum by incorporating additional extracurricular activities and providing opportunities for social contributions to enable students to pursue their interests, to meet their academic and personal development.
3. Provide consistent opportunities and ensure students develop their enterprise, innovation and creative skills in lessons across subjects and 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	Good	Good	Good	Good

Findings:

- The school has established effective safeguarding procedures, including child protection measures, to ensure student safety. It implements anti-bullying policies and conducts orientation programs, such as primary safety screenings on cyberbullying led by the Student Council. Staff members are trained during induction and required to sign an agreement; however, the policy is in English, which limits accessibility for some support staff. A dedicated child protection committee oversees clearly defined policies and roles, ensuring staff, students, and parents are well-informed. The policy is available on the school website, and anti-bullying and safety procedure posters are displayed in classrooms, labs, and key areas of the school. Despite these measures, awareness programs and child protection activities remain inconsistently implemented across phases, requiring more uniformity.
- The school meets the general requirements for maintaining the health and safety of students and staff. While safety checks are completed regularly, there remain some safety concerns that require additional attention. Supervision of students is effective upon arrival and during lessons, but less effective during dismissal time. Supervision on school transportation is effective but monitoring of attendance is inconsistent, occasionally relying on head count rather than using the digital app.
- The building and equipment are maintained in sound repair, ensuring a functional learning environment for all students and staff. The school conducts routine safety checks and maintains accurate and secure records, including records of incidents and repairs. Maintenance of regular health and safety is monitored through inspection checklist. All the facilities including electrical gadgets and fixtures, pump room, water tank cleaning, server, and CCTV cameras are daily monitored using checklist and a log is maintained and updated regularly. The cleaners in charge maintain a log of materials, and maintenance signed daily and displayed outside washrooms.
- The physical premises and facilities provide a safe physical environment that is fit for purpose for all. The infrastructure, including classrooms, science and computer labs support the student learning environment. All areas of learning are generally accessible by all; however, some of the specialist facilities, like the labs and library, are on the first floor, which may pose accessibility challenges for individuals with mobility difficulties. The school does not have an elevator but provides an evacuation chair for those in need. There is a stair chair and specialist washrooms one each floor for boys and girls in each floor for the physically challenged.
- The school promotes safe and healthy living by conducting regular awareness programs on healthy

habits as part of its healthy living policy. These initiatives include informative displays and lessons provided to students every two months by the school nurse. The lessons cover topics such as first aid and are attended by all staff members. The parents and students have accessed, acknowledged, and agreed to the policy, which has been duly signed by them. Kindergarten students visited the civil defense office, where they received orientation on health and safety. There is no canteen at the school, but there is consistent monitoring of students' food choices who often make healthy food choices. Opportunities for physical exercise are provided during PE lessons and in sports teams in which most students participate. A school bag policy is regularly monitored by weighing the bag's weight on a weighing machine that is kept in each corridor for this purpose.

Next Steps:

1. Address safety concerns by replacing plastic sheets on doors, installing latch bolts, and streamlining dispersal procedures for better monitoring and organization.
2. Expand health and safety programs with practical applications for students and staff and introduce more regular opportunities for physical exercise across all phases.
3. Ensure all staff have access to the child protection policy and implement child protection awareness programs consistently across all phases.

Care and support

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

Findings:

- Relationships within the school are courteous and respectful between students and members of the staff. Students understand the expectations adults have of them in terms of their behavior and respond positively to these expectations, exhibiting positive behavior, courtesy and respect. The systems for managing instances of poor behavior are successful.
- The school has established effective procedures for recording and monitoring student attendance and punctuality. These protocols have ensured that attendance and punctuality are at a very good level.
- The school has developed a process to identify students with additional learning needs, including students of determination, and has appointed a trained special educational needs coordinator (SENCO). Currently, eight students of determination (SoD) have been identified, which represents a low number. Each student has an individualized education plan (IEP) that is shared with both teachers and parents. However, these plans lack specific targets that would enable teachers to accurately measure their progress. The school uses the same process to identify gifted and talented students. These students all have Advanced Learning Plans (ALPs) which also lack specific targets.
- Students of determination have varying degrees of support during lessons. A few students have shadow teachers to support them, and tasks appropriately adapted for their needs. Students with visual or hearing impairments are seated at the front of the class. However, tasks do not accurately reflect the IEPs due to the lack of specific targets. Students benefit from weekly one-on-one interventions. They however do not benefit from any In School Support Services (ISSS), such as speech and language therapy. The new SENCO recognizes the need to strengthen the identification, provision and support for students of determination and those who may be gifted or talented. Teachers have not received specific training in the identification of students of determination, or in basic methods of how to support them.
- Career guidance provided by the school counsellor is effective. 'Open house' sessions are regularly organized for students and their parents to provide timely advice about subject choices, the potential careers they can lead to, and the current and future career options. University fairs are also organized to allow representatives to offer guidance to students, with students also participating in visits to universities. The counsellor has an open-door policy and provides advice to students about their wellbeing and personal development.

Next Steps:

- Ensure that all IEPs and ALPs contain SMART targets, which are used to plan appropriate activities in lessons, and measure students' individual progress.
- Strengthen the process of identification of students with additional learning needs, including students of determination and those who may be gifted or talented.
- Ensure that teachers receive proper training to better understand the needs of students with additional learning needs and gifted and talented students, and effective strategies to support them.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good

Findings:

- The senior leadership team, which comprises the principal and vice principal, sets a clear strategic direction shared with the school community. The middle leadership team consists of heads of departments and subject leaders. Leaders at all levels demonstrate commitment to the UAE's national priorities, such as sustainability, tolerance, and inclusion. The school vision and mission statements are evident all around the school. Displays around the school illustrate the strong focus on UAE identity, culture and heritage. The principal and school leaders ensure that the school maintains an inclusive admission policy and effectively supports students with additional learning needs.
- Senior leaders have a secure understanding of best practice in teaching, learning and assessment. The expertise of middle leaders is more variable. Leaders have maintained good outcomes overall, particularly in the Ministry of Education assessment taken by students in Grade 12 and in the CBSE examinations taken by students in grades 10 and 12. However, outcomes in the PISA international assessments were not as strong as the school did not meet any of its targets. International Benchmark Test results demonstrated better student performance in English than in mathematics or science. Internal assessments at the end of the AY2023/24 indicated some variation in progress, more so in mathematics and science than in English. Leaders are focused on the need to use assessment information to plan lessons that meet the needs of all students. The principal ensures that best practice is shared across the school, to further raise standards within the school.
- Relationships and communication are professional and transparent. The principal delegates leadership responsibilities appropriately. Middle leaders have reduced teaching timetables to enable them to perform their leadership roles. All staff have clearly defined job descriptions, ensuring they are aware of their responsibilities. Leaders ensure that students receive the appropriate care and support. Morale is positive.
- Senior leaders know what they need to do to improve. A key priority is to improve the outcomes in international assessments. Leaders are aware of the importance of up-skilling middle leaders to enable them to consistently evaluate the quality of teaching and learning with precision and accuracy. They know that there is still scope to improve differentiation, the use of technology by students and planning lessons where students can assume more responsibility for their learning. Leaders have the capacity to improve the school further.
- Accountability is collectively shared. The school has reliable assessment data; however, this is not yet consistently used to ensure that tasks are precisely matched to the needs of the learners, particularly the most able. Leaders have improved some aspects of the school's performance, such as achievement in mathematics in Phase 1. Students in this phase now have greater opportunities to take responsibility for their learning and to learn through practical experiences. The school has maintained overall high school performance and has ensured compliance with statutory requirements.

Next Steps:

1. Continue to work with middle leaders so they can consistently identify best practice in teaching, learning and assessment, using the UAE framework.
2. Ensure that outcomes in all international assessments are consistently strong.

School self-evaluation and improvement planning

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

Findings:

- All staff are involved in the self-evaluation process. The views of parents are taken into consideration and acted upon. The SEF includes both internal and external assessment data, but occasionally, leaders do not specifically refer to the less positive data, such as the progress of specific grades in internal assessments. This has led to some overly generous judgments. Leaders have identified areas for improvement; notably in the performance in international assessments and the use of technology.
- The monitoring of teaching and learning is a continuous and effective process. Each term, there are two formal and two informal observations of teaching and learning. Teachers receive written feedback; however, this feedback tends to focus more on the teacher's actions rather than on student learning. Additionally, school leaders review lesson plans and students' work. Their visible presence around the school allows them to form an ongoing understanding of classroom practices. The observation forms are linked to the UAE inspection framework. Teachers may be directed to specific professional development because of their lesson observations. There are regular opportunities for peer observations to support improvement in teaching practices.
- The school improvement plan includes all the main recommendations from the previous report. However, some of the recommendations linked to specific performance standards are not included, such as those related to governance. The plan identifies measurable goals, relevant personnel, costs, and timelines. The plan indicates that almost all targets have been met but there is no indication of whether targets have been fully or partially met. Measures of success are not linked to student outcomes.
- The school has continued to show sustained improvement over time in most key areas. The school has addressed almost all the recommendations from the previous report. The school has been successful in promoting national identity and sustainability. Students' personal development and their understanding of Islamic values and Emirati heritage and culture are strengths of the school. They have maintained an overall high level of performance.

Next Steps:

1. Provide feedback to teachers from their observations, which focuses on student outcomes.
2. Ensure that the SEF is an evaluative document and identifies where the school needs to improve.
3. Ensure that the SIP measures the success of targets and that this is linked to student outcomes.

Parents and the community


Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

- Parents have regular opportunities to be actively involved in the school community, benefiting all students. A dedicated and proactive Parent Council meets monthly with the school's senior leaders. They help to coordinate and organize large school events such as National Day. Parents are supportive of the school and engage in their children's education. The strong links enable them to work in partnership in order to meet their children's academic and holistic development. Parents are aware of areas the school is working on to improve and their views are considered by the leadership team through informal conversations. Parents make a very positive contribution in many aspects of school life and a strong partnership between home and school is evident.
- The school's communication with parents is effective using a variety of communication methods such as the school portal, website, school app, WhatsApp groups, emails and a Facebook page. Weekly newsletters for KG- G2 and monthly for G3-12 together with the curriculum planner, ensure parents are well informed. School leaders apply an open-door policy. Parents feel empowered as partners and the school immediately follows up with them if they identify any academic or pastoral need in order to address and resolve matters swiftly. Parents are satisfied with the level of communication they have with the school.
- Reporting on students' academic progress formally happens six times a year through written reports. This is immediately followed by face-to-face parent teacher consultations where report cards are discussed together with the social development of the student. There is room to improve reporting through including next steps for improvement.
- The school collaborates with the local community on various initiatives, including supporting charitable acts and environmental activities. The school has links with the local Police Department and Civil Defense. International links are limited to the accreditation and examination entities.

Next Steps:

1. Expand the school's network and connections with national and international organizations that can positively support and impact students' academic performance.
2. Formalize the process for engaging parents when considering their views on future school priorities.
3. Review how next steps for students learning are shared on report cards so that parents are clear how they can further support their children's progress.

Performance Indicator	Quality judgement
Governance	Good 

Findings:

- The Board of Governors has representation and consultation from most stakeholders. The owner or his representative attend governor meetings, taking a keen interest in the school. There is an online platform where parents can raise concerns or make suggestions to governors. Governors also engage with parents socially, at the frequent celebratory events held in the school. However, governors have identified that there is scope to further improve their communication with parents and other stakeholders. Governors meet twice each year. The schools' self-evaluation form (SEF) is discussed and reviewed, providing governors with appropriate knowledge about the school's needs.
- Since the previous inspection, governors make more regular visits to the school, where they undertake lesson observations with senior leaders. However, these visits lack focus. They are not targeted or linked to specific school improvement goals. On these occasions, governors meet with the principal to discuss any emerging issues about the school's performance, but they do not take the opportunity to meet with staff or students to gain their views about potential improvements. Although governors are aware of some of the school's priorities, such as improving PISA outcomes, they are less informed about the internal data across all the phases of the school. Actions to address these issues have not been added to the school improvement plan. Governors hold leaders to account through a performance management process. The principal is held responsible for financial accountability as discussed in the board meetings. Health and safety issues are not included as standing items in board's meeting minutes.
- Governors exert a positive influence on the school and its leaders. They have provided improved technology facilities to ensure the school is prepared to integrate AI. The school is moving towards digitalization. There have been some improvements to resources, such as new books for the library, the introduction of STEAM lessons into classrooms and a greater range of extracurricular activities. Governors have ensured that the school is appropriately staffed and that statutory requirements are met.

Next Steps:

1. Ensure that health and safety is a standing item at the board's meetings.
2. Ensure that the visits governors make to the school have a clear focus, linked to the school improvement plan and that an evaluative report about the visit is written.
3. Meet with groups of staff and students to find out their views about the school, on school visits.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the day-to-day management of the school are well organized with efficient systems and routines that positively impact students' wellbeing and most areas of learning. However, end of day dismissal arrangements needs more organization to ensure faster and smoother operations and student safety.
- Overall, the school is adequately staffed with suitable qualified personnel. Staff benefit from regular professional development delivered internally and through peer mentoring with a few sessions from external entities. However, the school would benefit from opportunities for effective professional development that prioritize areas identified in this inspection report.
- The premises and buildings are adequate as well as most learning areas. The specialist facilities have become more accessible after the addition of new ramps and 2 special wheelchairs to support individuals with mobility challenges. The environment and most learning areas are of adequate quality and are used most of the time to promote students' achievements. Specialist rooms such as the computer lab and science laboratories support teaching and learning sufficiently. In KG, some improvements have made classrooms more inviting and supportive of students' learning. The use of multipurpose hall has supported the provision of sports for children to play on hot days. The school has one library adequately resourced used by most students every week.
- The school has a range of resources, aligned with curriculum requirements and students' needs, adequately supporting teaching and learning. The school has successfully installed internet connection. The school implements a BYOD (Bring Your Own Device) policy and has also supplied some laptops to enhance students' learning experiences.

Next Steps:

1. Improve learning areas and classrooms to ensure they are more inspiring to learning and effectively promote students' achievement across the school.
2. Ensure a wider range of resources well matched to curriculum requirements that promote effective teaching and learning practices.
3. Design and implement a robust professional development plan on priorities identified in this inspection report to ensure greater impact on students' achievement.

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