Irtiqa'a School Inspection

AY 2024/25

Abu Dhabi Indian School - Muroor

Rating: Good

Contents

School Information

General Information

	Name	Abu Dhabi Indian School - Muroor
	Esis Number	9087
	Location	12, Al Routah St, Hadbat Al Za'faranah, Abu Dhabi, 22415
	Website	http://adisuae.com/
	Telephone	024488025
	Principal	NEERAJ BHARGAVA BINDESHWAR PRASAD BHARGAVA
	Inspection Dates	18 to 21 Nov 2024
	Curriculum	Indian

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	4930
Number of Emirati students	1
Number of students of determination	25
Largest nationality group of students	India - Nepal - USA

Information On Teachers

Number of teachers	285
Nationalities	India - Egypt - Sudan
Number of teaching assistants	34

Changes since the previous inspection

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

There are pockets of very good teaching across most subjects and phases in English medium subjects that suggest this improvement will impact students' performance in other subjects taught in the English language. Achievement in English has improved overall to very good in Phases 1 and 2, and the rating remains very good for Phases 3 and 4. Progress in English has increased in all Phases. In Phases 1 and 2, it improved from a good rating to very good. In Phases 3 and 4, it improved from very good to outstanding. In math attainment improved from good to very good in Phase 1, in Phase 4 it remained at very good, and attainment remained at a good rating for Phases 2 and 3. Likewise, progress in math had the same results as attainment, with Phase 1 improving from good to very good, Phase 4 remaining at very good, and Phase 2 and 3 remaining at a good rating. Science attainment has improved from good to very good in Phases 1 and 2, remained very good for Phase 4, and remained good for Phase 3. Progress in science improved from good to very good in Phases 1,2 and 3 and remained very good for Phase 4.

Arabic medium subjects have had some improvement. Arabic as second language attainment was not evaluated in Phase 1 last inspection and is now rated at a good level. In Phases 2 and 3, attainment improved from acceptable to good. In phase 4, attainment remained at a good level. Progress in Arabic as a second language was not evaluated for Phase 1 last inspection, but it is now rated at a good level. Progress in Phases 2 and 3 has improved from acceptable to good and in Phase 4 it also improved from good to very good. In Islamic, the ratings were similar to the last inspection, with some improvements in progress. Phase 1 attainment was not evaluated at the last inspection and is now rated at a good level. For Phases 2,3 and 4, the Islamic rating has remained at a good level. Progress in Islam is rated at a good level

for Phase 1 and 3. In Phases 2 and 4, progress improved from good to very good. Teachers in Islamic education and Arabic as a second language in all phases have low expectations; they set tests at a low level, focusing on simple recall. Lessons in these subjects tend to be teacher-directed, with ineffective time management that limits students' opportunities to learn through hands-on activities. Teachers' questioning checks for learning but does not extend higher-order thinking. Teachers in Islamic education have focused on developing recitation skills, but they do not effectively differentiate activities to extend the learning of all students. In UAE social studies, there was a notable improvement in attainment and progress. Attainment was not previously evaluated in Phase 1 and is now rated at a very good level. Attainment remained at good for Phase 2 and improved from good to very good for Phases 3 and 4. Progress in UAE social studies was not previously evaluated for Phase 1 and is now at a very good rating. For Phases 2 an 3 progress improved from good to very good and for Phase 4 it remained at a good rating.

Learning skills improved across all Phases, where ratings moved from good to very good. This is due to students taking greater responsibility for their own learning and attending additional classes provided by the school to improve their success in external examinations.

Performance Standard 2, related to students' personal and social development and their innovation skills, was not evaluated in the previous inspection but is now rated as very good across all Phases. This inspection reviewed students' personal and social development, which is very good, but students lack higher-order thinking skills and knowledge of other world cultures. These aspects are reflected in the review of curriculum design and modification, which is good overall but lacks sufficient modification to extend the learning of all student groups. Understanding of Islamic values and awareness of Emirati and world cultures is rated at a good level across all Phases. Social responsibility and innovation skills is rated at a very good level across all Phases. Teaching quality has improved across all Phases from good to very good. There is more consistent lesson planning, with a common template used across the school. Assessment has regressed from good to acceptable across all Phases. The effectiveness of assessment has declined because although teachers know their students well, and a range of interventions are run outside of school hours to help catch students up, teachers' marking is inconsistent, and next steps are not always included. Teachers check prior knowledge at the beginning of each session, but this information is rarely used to modify the lessons to cover identified gaps, and the use of peer and self-assessment is inconsistent. Assessment measures are insufficiently focused on skills, so, for example, reading progress is difficult to ascertain. Assessment information is not analyzed rigorously enough to personalize learning, and the level of challenge is insufficient to extend the higher attainers, except in phase 4. The assessment policy is inconsistently applied and requires review to ensure greater clarity as to the expectations of teachers and leaders in how assessments are designed, conducted, moderated, and results analyzed and used.

In this inspection, Performance Standard 4 related to the curriculum was evaluated. The curriculum design and implementation were rated good across all Phases. Likewise, curriculum adaptation was rated as good across all Phases.

The health and safety of students have regressed from very good to good across all Phases because the checks to ensure a high level of safety, security, and maintenance are no longer as regular and thorough as reported in the previous inspection, while at the same time, the facilities are now very old. There is a need to maintain the recently strengthened supervision of arrivals and departures and to ensure sunhats are worn routinely when students are exposed to the sun in outdoor activities. The care and support of students have regressed from very good to good because the systems in place are no longer as effective, with attendance at only 93%. The identification and provision for students with additional learning needs and the gifted and talented are not as rigorous as expected by the new Ministry of Education Inclusion policy, so the number of students is lower than expected for a school of this size.

The effectiveness of leadership has remained at good. The school staffing structure is now stable, with very little turnover. However, when vice principals left, they were not replaced, and the school has a shortage of pastoral care staff, given its size. Middle managers do not get the release time that would support them in effectively monitoring the quality of teaching and time to provide the coaching and mentoring required. While the principal and senior leadership team have set a clear direction for the school to improve achievement and be inclusive, these shortages pose a few barriers.

Self-evaluation and improvement planning remained at a good rating. Most of the middle leaders are clear about where improvements need to be made; however, especially in Islamic education and Arabic as a second language, staff do not yet have secure knowledge of the UAE school inspection framework and

best practices in teaching, learning, and assessment, so that they can provide clear guidance of what is expected to the teaching teams that report to them. The judgments in the self-evaluation form were judged at a very high level and did not always match the narrative. However, the action plans showed that most middle managers are clear about what needs to be improved. Many of the strategies in the school's development plan, such as improved assessment measures and more rigorous data analysis, have yet to yield more reliable results that will improve the self-review process and teachers' lesson planning.

Partnership with parents remains very good, with parents keen to become more involved in shaping the school's future direction.

Governance remains good, with new board members bringing corporate experience to facilitate the board's improved planning, ensuring resources and facilities are made available through long-term capital plans to improve the school facilities. The school has yet to put in place student representation on the governing board, but surveys conducted by the school show an increased satisfaction rate and rising participation rates in school-wide activities. The next steps for leaders are to strengthen self-review and undertake more comprehensive planning, with tracking of improvement in skills over time using a range of more rigorously analyzed assessment information.

Management, staffing, facilities, and resources remained at a good rating. For a school of this size, with a low fee structure that precludes high levels of expenditure, the school runs very smoothly. However, systems, such as Digital Campus, that are available are not yet used effectively to monitor day-to-day operations. The school recognizes the need to improve the capacity and capability of middle leaders, to improve the quality of teaching, and to extend school-wide literacy levels to improve achievement, especially in Islamic education and Arabic as a second language.

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

The school participated in the Trends in Mathematics and Science Study (TIMSS 2019) and is and attained intermediate benchmark levels for both science grade 4 and mathematics grade 8. In 2022, the school participated in the Program for International Student Assessment (PISA) for 15-year-olds in mathematics, science and reading but didn't achieve its targets for this assessment. The school participated in the International Benchmark Test (IBT) for the Arabic subject in grades 3-10 and attained weak attainment levels in all three phases as it was the case for the past two years. In addition, the school's attainment levels in the EI ASSET international assessment in English were good in phases 2 and 4 while very good in phase 3. Mathematics in this assessment was weak across the same phases. Science results were weak in phases 2 and 3 while very good in phase 2. For the past three years, EI ASSET trends in attainment were weak in mathematics and science while improving trend in English from good to very good. In Structured Assessment For Analyzing Learning (SAFAL 2022), the school has attained advanced levels in English grade 5 and proficient level in grade 8. In mathematics, the attainment levels were proficient levels for both grades 5 and 8. While science attainment was proficient in grade 5 and basic levels in grade 8.

From the results of international benchmarking assessments, the school wants to ensure high achievement and better performance in these assessments as mentioned in the School Development Plan. To achieve this in the next round, the school's management set a target of having the majority of students acquiring awareness about national and international exams. To achieve this target, the school's action is to provide students with a set of ASSET and CAT-style questions each day and ensure the difficulty level is appropriate for the students, increasing it gradually over time. The school has also created a resource bank with international benchmarks and assessments questions to support students' preparation for these assessments and enhance students' achievement.

Performance in standardized and international assessments

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

Standardized Assessments

The school offered the International Benchmark Test (IBT) for grades 3-10 in Arabic in 2023/24, and the results were weak in all these phases, with the same trend over the past three years as well.

The school's results in MOE assessments in Arabic as a Second Language and Islamic Education in grade 12 are outstanding and this has been the trend in the past three years.

The school's results in its licensed CBSE curriculum are outstanding in English, mathematics, and all the sciences in grades 10 and 12. The trend in this assessment has been outstanding in all these subjects for the past three years.

International Assessments: TIMSS, PISA, PIRLS

15-year-old students participated in the PISA 2022 international assessments. Their reading literacy scores of 509.9, mathematical literacy scores of 483.4, and science literacy scores of 502 are all above the international standards but below the set target.

In the TIMSS 2019 assessment, the school attained within the high benchmark levels in science grade 8 while attaining low levels in grade 4 mathematics.

Reading

There are two big libraries (one in the boys' building and one in the girls' building) that can accommodate two classes according to an access schedule, and there is study space where senior students can work. Each library has a librarian who runs activities such as competitions, but the borrowing system is active for grades 6-12 only. Reading in both languages is supported in Phase 1 with adequately stocked reading corners, and smaller collections to encourage reading for pleasure are also found in every homeroom up the grades. The books are accessioned manually, so the actual number of books available in each subject area and language (Arabic, English, Hindi, and French) was difficult to ascertain, but there are an estimated 2500 books in Arabic, which is a low number considering the size of the school. Newspapers can be found in the hallways, and virtual texts are available via digital platforms, such as Freedom, a multi-lingual program for students up to Grade 8. The CBSE Budding Authors Program provides students grades 5-10 with a platform to write and share stories in English and Arabic. Al Bareq supports phonics and reading development in Arabic for grades 1-5. However, access to these virtual resources in school is limited because there are only two computers in each library, and the school's Bring Your Own Devices (BYOD) policy operates only on Wednesdays. To mitigate this problem, the school uses a 'flipped learning' approach, encouraging students to read and research at home. This works particularly effectively for seniors, such as in Phase 4 English, where avid discussion of an author's work and their political context showed students' comprehension skills and use of contextual clues to be highly developed.

 In English, reading skills are well-promoted, with reading aloud and reading silently for comprehension daily features in all phases. By the end of KG, teachers' running records indicate that children are showing a genuine interest in text and are beginning to use their phonetic skills to read basic words and, in some cases, passages of text. The 'Super Reader Program' for Grade 1 and 'Star Reader Program' for Grade 2 are supplemented by visits to the National Library to use their reading resources. While the tracking of reading progress in grades 3 to 12 is only done by comparing the results of termly tests, the English

department is planning to implement a more rigorous skills-based tracking system to measure the acquisition of phonetics in Phase 1, and the development of reading skills in upper phases, including meaning-making and vocabulary acquisition. In Arabic, the time allocated for the development of reading skills during lessons is very limited. The teachers have low expectations, so activities to promote reading comprehension focus on pasting pictures and coloring. When reading aloud is included, it is typically only for a short time, with opportunities given mainly to the high-attaining students. In the best lessons, the teacher gives more time for reading, and students read fluently but without understanding the meaning. While there are ten Emirati assistant teachers, they were not seen supporting reading within Arabic as a second language lessons. Teachers analyze students' assessments in all grades and record progress in the Arabic language in listening, speaking, reading, and writing.

There is planning to enhance reading, which is evident in the school development plan (SDP with its associated action plans for both English and Arabic). The school has plans for all groups of students, from low-attaining students to high-attaining student,s and remediation sessions are provided both before and after school. Teachers have plans for improving the reading of students with additional learning needs, including the students of determination (SoD) implemented during lessons.

The high-attaining students' abilities are extended through book clubs offered during the scheduled club time made available by phase on a twice-a-month timetable. Cross-curricular reading integrates reading across subjects, encouraging students to read texts related to science, history, and mathematics. Different sections publish e-magazines to showcase students' reading and writing accomplishments.

The teachers have been provided with training on active learning, assessment, teaching and learning strategies, and how to enhance reading. While the training in English has been very effective, the impact of the continuous professional development provided for the Arabic teachers is not yet seen in improved students' reading.

The school offers a range of activities to promote reading, such as annual visits to book fairs, Book Week, and competitions for reading within the school, as well as external competitions such as the CBSE Reading Challenges, Voice of Future Generations, and Chevron Readers Cup. These activities promote a range of language skills, such as reading aloud and writing poems and songs, with the school receiving many awards in both languages. Authors attend in-person visits or virtual discussions to interact with and inspire students to read more widely and understand the creative process behind writing. The 'Reading Buddies' program pairs seniors with younger students to provide support and to foster a love of reading by making it a more social activity.

Strengths of the school

- Students' achievement in English across all phases has shown improvement and is now very good overall.

- Students have positive attitudes to learning, interact well with teachers and peers, and can work with little supervision, especially in the girls' section. They are able to transfer learning across subjects and make connections to real life.

- Students demonstrate high levels of personal development. They are socially responsible as illustrated by their ongoing involvement in sustainability and charitable projects that benefit the local community.

- The teachers' secure subject knowledge and ability to create warm, friendly relationships allows them to create an environment conducive to learning, especially in Phase 4.

- The school's curriculum has breadth and balance, and well-embedded cross-curricular links enable students to develop the ability to transfer learning. The curriculum provides ample opportunities for students to volunteer and to enjoy sporting and cultural activities.

- The school has effective procedures to safeguard students. The well-being of students is a high

priority, and it is carefully monitored. The promotion of healthy living is effective, and most students are aware of the need for sound nutrition and keeping fit.

- The dedicated principal works tirelessly to provide the Indian community with an affordable, quality education that prepares students to become useful citizens, willing to serve society. Leaders have established high expectations for students' respectful behavior that creates a positive learning culture.

- Strong community links provide opportunities for students to volunteer to enhance environmental awareness and develop leadership and citizenship skills.

- A range of effective communication channels enable parents to be kept informed about their children's learning, and the life and work of the school.

- Highly experienced new governors are helping to shape the school's future direction.

Key Recommendations

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

- improving students' attainment and rate of progress to a consistently very high level, especially in Islamic education and Arabic as a second language.
- raising teachers' expectations of what students are capable of so that the more able students are challenged to reach their potential, especially in Arabic as a second language and Islamic education.
- utilizing CAT4 data more consistently across all subjects to develop strategies to strengthen students' ability to learn effectively, with ongoing monitoring and adjustments to ensure they are having the required impact.
- improving the validity and reliability of assessment tools based on skills and better aligned with the curriculum standard levels in each subject to better identify learning gaps, enabling the provision of more personalized interventions, as well as informing lesson planning, and curriculum planning.
- providing high-quality models to engage students with what success looks like in every subject and phase.
- extending the school-wide focus on reading to encompass a broader literacy skills approach.
- deepening students' understanding of how Islamic values influence contemporary UAE society and extending their appreciation of other world cultures.
- providing more extensive opportunities for students to utilize their language skills, to collaborate and present their work, encouraging them to take on the different roles and responsibilities that ensure all actively participate, as well as building the twenty-first-century skills needed by the workplace, such as using technology ethically.
- developing further students' independent inquiry skills in Phase 1, and in phases 2 and 3, strengthening their innovation skills by providing more opportunity to initiate, lead, and design their own projects and experiments.
- encouraging students to take a greater role in their own learning by routinely providing opportunities for them to self and peer-evaluate, as well as ensuring that when teachers mark their work, they include next-step comments, so students have the information required to set and monitor progress against their own learning targets.

2. Embed strategies for effective teaching, learning, and support for groups, to accelerate students' progress in lessons to very good by:

- extending the sharing of best practice teaching to ensure greater consistency in the quality of teaching across all subjects and phases.
- enhancing lesson planning to better clarify teaching objectives, learning outcomes, and success criteria, including how teachers plan to meet the specific requirements of identified groups, especially the high-attaining students, students with gifts and talents ,and those with additional learning needs within lessons.
- reviewing teachers' time management and pace of lessons to reduce teacher talk, focusing on

student-led activities that challenge each individual to move to the next step in their learning.

- using the range of available resources, especially recycled and local items, more effectively and consistently, to enable kinesthetic learners and low-attaining students to grasp new ideas, especially in the lower phases in the boy's section.
- extending teachers' questioning skills and effective use of prompts to promote dialogue and debate and promote higher-order critical thinking and problem-solving skills, especially in Arabic as a second language, and Islamic education.
- updating and implementing consistently the school's assessment policy to include invigilation, marking, and designing valid and reliable assessment tools, with a balance of question types, rubrics and post moderation.
- ensuring that the curriculum is mapped accurately to eliminate any gaps in learning pathways, especially between KG and the early grades.
- extending curriculum adaptations for identified groups, especially EAL, students with additional special needs, and high-attaining students including students with gifts and talents by more rigorous use of a range of internal and external assessment information.
- differentiating more extensively the content, process, and products related to subjects' learning outcomes to better match the learning needs of identified groups.
- enhancing the rigor and consistency of the monitoring of teaching and subsequent follow-up to place greater emphasis on the student's experience and learning outcomes.

3. Improve the impact of school leadership by:

- using data more rigorously, including a more robust analysis of both internal and external assessment data and survey information, to inform a more rigorous self-review that is more effectively aligned with improvement planning for targeted and sustainable development.
- establishing a systematic annual review cycle that links regular self-reviews clearly to improvement plans, with more robust stakeholder consultation, especially of parents, in developing planning priorities.
- streamlining the school's processes for all forms of record keeping, including student attendance, teacher retention, property maintenance, and hazard identification and follow up, using existing technology such as Digital Campus more effectively to facilitate faster and more accurate data collection on which to found evidence-based decisions.
- investigating the effectiveness of the school's care and support, ensuring adequate personnel capacity and capability in terms of specialist personnel to carry our identification procedures and design learning plans, improving the support and training for teachers who have gifted and talented students, or those with additional learning needs, including students of determination, in their classes.
- revising the professional development program to include a greater emphasis on student-driven learning and differentiation in the use of resources to cater for a diversity of learners while better aligning with the school's focus on sustainability.
- maintaining vigilance in the monitoring of the safe arrival and departures and supervision between classes by more effective deployment of available staff at peak times.
- enhancing the consistency of teacher monitoring, identifying areas of improvement to personalize professional development, especially for teachers in the lower phases.
- developing realistic maintenance budgets, and establishing capital plans to enhance facilities, recognizing both the aging infrastructure and roll growth, including providing more shaded areas and seating in outdoor spaces to enhance student comfort during breaks.
- embedding the distributive leadership model by building leadership capacity and capability, providing appropriate time allowances for delegated responsibilities, such as teacher monitoring and mentoring, and giving authority to act to improve the school's responsiveness in removing barriers to improved achievement.

Overall School Performance: Good

PS1: Students' achievements					
Subject		**KG**	**Cycle 1**	**Cycle 2**	**Cycle 3**
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Very Good ⬆	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 ⬆	Good
	Progress	Good	Good ⬆	Good ⬆	Very Good ⬆
UAE Social Studies	Attainment	Very Good	Good	Very Good ⬆	Very Good ⬆
	Progress	Very Good	Very Good ⬆	Very Good ⬆	Good
English	Attainment	Very Good ⬆	Very Good ⬆	Very Good	Very Good
	Progress	Very Good ⬆	Very Good ⬆	Outstanding ⬆	Outstanding ⬆
Mathematics	Attainment	Very Good ⬆	Good	Good	Very Good
	Progress	Very Good ⬆	Good	Good	Very Good
Science	Attainment	Very Good ⬆	Very Good ⬆	Good	Very Good
	Progress	Very Good ⬆	Very Good ⬆	Very 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	Very Good	Very Good	Very Good	Very Good

PS3: Teaching and Assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Very Good ⬆	Very Good ⬆	Very Good ⬆	Very Good ⬆
Assessment	Acceptable ⬇	Acceptable ⬇	Acceptable ⬇	Acceptable ⬇

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	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	Good	Very Good ⬆	Good	Very Good ⬆

Findings:

- The school's analysis of internal assessment data at the end of AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in phases 1, 2, 3, and 4 attain levels above the curriculum standards. This high level of attainment does not align with the knowledge and skills demonstrated by students in the lessons observed.

- The school has no external national or international assessments for grades 1 to 11. The results of the MoE ministry exam for grade 12 at the end of the academic year 2023/24 indicate that most students attain levels that are above the standards.

- In lessons and their recent work, the majority of students across all phases attain levels that are above the curriculum standards.

- Over the last three years, the school's internal assessment data indicates consistently outstanding attainment in all phases.

- 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 point at the beginning of the academic year.

- In lessons across all phases, the majority of students make better-than-expected progress in developing their knowledge of Islamic Hadeeth, values, principles, and contemporary issues.

- The school's assessment data indicates that all groups of students make outstanding progress across all phases, except phase 2, where boys make very good progress. The data indicates that

there are no Low attainers in 1, 3, and 4, SEND, or gifted and talented students in phase 1.

- In lessons, boys and girls make similar progress in Phase 1. However, boys outperform girls in Phases 2 and 4, while girls demonstrate better progress than boys in Phase 3. Low and high attainers generally make expected progress, but some struggle to accelerate their learning due to limited opportunities for challenge and support. Students with additional learning needs have the potential to exceed expected progress if personalized plans are effectively implemented. All groups of students could achieve better progress with more effective differentiation tailored to their needs.

Next Steps:

1. Enhance students' critical thinking skills and deep understanding of contemporary issues.

2. Improve students' use of evidence from the Quran and Hadeeth to support their responses.

3. Enhance differentiation in lessons to effectively challenge and support all students, including low and high achievers, and students with additional learning needs.

Arabic as a second language

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

Findings:

- The school's analysis of internal assessment data at the end of AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most of the students in phases 1, 2, and 4 and the large majority of students in Phase 3 attain levels that are above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.

- The standardized assessment data analysis for ACER IBT shows weak attainment across all phases for the last academic year 2023/24. However, students attainment in Grade 12 MoE Exams is Outstanding in the academic year 2023/24.

- In lessons and their recent work, the majority of students in all phases demonstrate listening, speaking, and reading skills that are above expectations. However, most students learning ASL for more than two years can copy words and text neatly but rarely write independently using memorized words and phrases. Students in Phases 3 and 4 who have been learning ASL for more than four years occasionally demonstrate the ability to understand simple, short texts containing key information.

- Over the past three years, the school has demonstrated consistently outstanding attainment in Phases 1, 2, and 4. However, in Phase 4, attainment has fluctuated, starting at outstanding in the academic year 2021/22, dropping to good in 2022/23, and then improving to very good in 2023/24.

- The school's analysis of internal assessment data indicates that most students in Phase 1, the large majority in Phases 2 and 4, and the majority in Phase 3 make better than expected progress over time and from their starting points. However, the ACER IBT Assessment data analysis indicates that less than three-quarters of the students have made the expected progress.

- In lessons and their recent work, the majority of students in phases 1, 2, and 3 and the large majority in phase 4 make better than the expected progress in developing their listening, understanding, speaking, and reading skills. However, their progress in developing extended writing and reading comprehension skills across the grades remains limited.

- The school's analysis of internal assessment data of progress indicates that boys and girls perform equally outstanding in phase 1; however, progress is very good for boys in phases 3 and 4 and girls in phase 2. Progress remains good for boys in phase 2 and girls in phase 3. Low and high attainers, students with additional learning needs, and gifted and talented students demonstrate outstanding progress in all phases, except for those in Phase 3, where their progress is very good. School data indicates no low attainers or SEND students in Phase 1.

- In lessons, students with additional learning needs, including students of determination, do not make the expected progress toward their targets. Lower-attaining students often lack the necessary support to achieve expected progress, while higher-attaining students are not consistently challenged to reach their full potential.

Next Steps:

1. Enhance students' attainment and progress in the four language skills across all phases.

2. Enhance questioning techniques across all phases to improve students' reading comprehension skills.

3. Enhance students' extended writing skills particularly in phases 2 and 3.

UAE Social Studies

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

National identity	Citizenship	Government	Values and ethics	The individual and society	The national economy

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

Findings:

- The school's analysis of internal assessment data at the end of the AY2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students in all phases attain levels above curriculum standards.

- There are no external, national or international assessments for Social Studies.

- In lessons and their recent work, the large majority of students in phases 1, 3, and 4 and the majority in phase 2 demonstrate levels of knowledge, skills, and understanding that are above curriculum standards.

- Over the past three years, the school's internal attainment data shows consistently outstanding attainment across all phases, except in Phase 3 during the academic year 2022/23, where it dropped to very good before returning to outstanding in 2023/24.

- The school's analysis of internal assessment data indicates that most students in phases 1, 2, and 3, and the majority of them in phase 4 make better-than-expected progress over time and from their individual starting points and the curriculum standards.

- In lessons and their class work, the large majority of students in phases 1, 2, 3, and the majority in phase 4 make better than expected progress in gaining knowledge and understanding of the geography, history, and economy of the UAE.

- The school's assessment data indicates that boys and girls make outstanding progress in phases 1 and 2, and good in phase 4. However, in phase 2, girls make better progress than boy,s with outstanding progress compared to very good for boys.

- In lessons, girls and boys make good progress in phases 1 and 3 but in phase 4 girls outperform boys. Students with additional learning needs, including students of determination, make expected progress toward their targets. Lower- and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Enhance students' knowledge and understanding of contemporary global issues and their impact on the world economy.

2. Develop and implement intervention strategies for lower- and higher-attaining students to ensure they achieve their full potential.

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 ⬆	Very Good	Very Good
	Progress	Very Good ⬆	Very Good ⬆	Outstanding ⬆	Outstanding ⬆

Findings:

- The school's analysis of internal assessment data at the end of AY2023/24 indicates that most of the students attain levels in reading, writing, speaking, and listening that are above the Central Board of Secondary Education (CBSE) standards. These high levels of attainment do not fully align with the levels of students' knowledge and skills observed in lessons.

- The school conducts El Asset standardized assessments in grades 3 through 10. The results in these tests for AY2023/24 show that while a large majority of students attain above international standards in Phase 3, only a majority exceed this standard in phases 2 and 4. Students in Grade 10 and Grade 12 sit for the CBSE external examination in English, and the results indicate most attain above curriculum standards. The results for the Program for International Student Assessment (PISA) 2022 indicate the students' reading score was 510, level 3 on the international benchmark. This is considerably higher than the international average but a decline from the 2018 result of 521 and below target.

- The school has taken the PISA again in 2023 and is awaiting the publication of the results and targets. The school has no results for the Progress in International Reading Literacy Study (PIRLS). The school has no external examination in KG or grades 1 and 2.

- In lessons and the recent work, the large majority of students demonstrate speaking, listening, reading, and writing skills in English that are above curriculum standards across all phases.

- The school's internal assessment data indicates that most students make better-than-expected progress in relation to their individual starting points and curriculum standards. However, the large majority of students in phases 2 and 3 make better than expected progress. However, only the majority of students in Phase 4 make better than expected progress. In lessons, the large majority of students in phases 1 and 2 and most students in phases 3 and 4 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards. rThe school's analysis of internal assessment data indicates that most groups make outstanding progress in all phases, except the low attainers, whose progress in Phase 4 is only Very Good. The boys and

girls make similar progress to their peers, as do the high-attaining students, including the gifted and talented students. The school data indicates the progress of students with additional learning needs, including the students of determination, is also outstanding, as measured against their IEP goals. There is no progress data for low attainers in Phase 1.

Next Steps:

1. Explore the introduction of external assessments or standardized measures for KG and Grades 1 and 2 to establish a baseline for early learning outcomes.

2. Develop phase-specific teaching strategies to ensure consistent, better-than-expected progress across all phases, particularly in Phase 4, where a lower proportion of students exceed expectations.

3. Prepare for the analysis of PISA 2023 results and set clear, measurable targets to drive improvements in future cycles.

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:
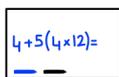
| Number and quantity and their use | Space and shape | Change relationship, algebra and trigonometry | Uncertainty, chance, data and data display | Mathematical thinking: formulating, employing and interpreting |

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Very Good ⬆	Good	Good	Very Good
	Progress	Very Good ⬆	Good	Good	Very Good

Findings:

- The school's internal assessment data for AY2023/24 against the Central Board for Secondary Education (CBSE) curriculum standards indicates that most students in phases 1 and 2 and the large majority of students in phases 3 and 4 attain levels that are above the curriculum standards.

- In CBSE international examinations for AY2023/24, most of Grade 10 and 12 students attain levels that are above international standards. In the EI ASSET benchmark assessment, less than three-quarters of students in phases 2,3 and 4 attain levels that are at least in line with the international standards.

- In lessons and their most recent work, the large majority of students in phases 1 and 4 and the majority of students in phases 2 and 3 attain levels that are above curriculum standards.

- Over the past three years, the school data reflects that attainment levels in phases 1 and 2 maintained Outstanding levels. In phases 3 and 4, attainment declined from an outstanding level in AY2021/22 to consistently Very Good levels in the past two years.

- The school's internal assessment data indicates that most students in Phase 1 and the large majority of students in phases 2,3, and 4 make better than expected progress in relation to their individual starting points and the curriculum standards. In the EI ASSET assessment, less than three-quarters of students in phases 2,3 and 4 make the expected progress in relation to their individual starting points.

- In lessons, the large majority in phases 1 and 4 and the majority of students in phases 2 and 3 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.

- The school's internal data indicates that boys in phases 1,2 and 3, girls in Phases 1 and 2, low-attaining students in Phase 2, high-attaining students in Phases 1 and 3, students with additional learning needs, and students with gifts and talents make outstanding progress. Boys in Phase 4, girls in Phases 2 and 3, and high-attaining students in Phases 2 and 4 make Very Good progress. Low-attaining students in Phase 3 make good progress, and only acceptable progress is made in Phase 4.

Next Steps:

1. Enhance the use of EI ASSET assessment data to better inform instructional practices and identify trends or gaps in student learning.

2. Continue tracking the progress of key student groups across all phases, ensuring that interventions are data-driven and tailored to meet their unique needs. Focus on Phase 4 boys, Phase 2 low-attaining students, and Phase 3 low-attaining students for improved outcomes.

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
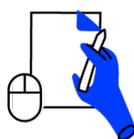
Ability to draw conclusions and communicate ideas

Application of science to technology, the environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	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 AY2023/24 against CBSE curriculum standards indicates that most students across all phases and the large majority of students in Grades 11 and 12 attain levels above the curriculum standards. This high level of attainment does not align with the skills, knowledge, and understanding observed in lessons.

- The school has no national or international assessments for Phase 1. In the external CBSE examination, most of students attain level above curriculum standards in Grades 10 and 12. In the external examination of El ASSET a large majority of students in Phase 2 attain levels above curriculum standards. In phases 3 and 4, less than three-quarters of students attain levels that are at least in line with the international standards.

- In lessons and their recent work, a large majority of students across all phases demonstrate levels of knowledge, skills, and understanding that are above curriculum standards.

- Over the last three years, the school's trends in internal assessment data across phases 1, 2, and 3 indicate that the attainment of students is outstanding overall. However, in Phase 4, attainment was Outstanding in AY2021/22, declined to Very Good in AY2022/23, and improved to Outstanding in AY2023/24. In physics, chemistry, and biology, students' attainment in Phase 4 declined from Outstanding in AY2021/22 to consistently Very Good over the AY2022/23 and 2023/24. The trends in attainment in the CBSE board examination are consistently Outstanding for all the past three years. The EL ASSET examination is consistently weak for all the past three years in phases 3 and 4. In Phase 2, trends fluctuate from Good in AY2021/22 to Weak in AY2022/23 to Very Good in AY2023/24.

- The school's internal assessment data indicates that most students in phases 1, 2, and 3 and the large majority of students in Phase 4 make better than expected progress in relation to their individual starting points and the curriculum standards. In El ASSET, the majority of students in Phase 2 make better than expected progress, while only less than three-quarters of the students in phases 3 and 4 make the expected progress.

- In lessons, a large majority of students in phases 1, 2, and 4 and the majority of students in Phase 3 make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.

- The school's internal data indicates that most boys in phases 1, 2, 3, and Phase 4 chemistry, girls in phases 1, 2, 3, 4, and Phase 4 physics and biology, low-attaining students in Phase 2, high-attaining students in phases 1, 2, 3 and Phase 4 physics, students with additional learning needs in phases 1, 2, 3 and Phase 4 chemistry, and students with gifts and talents in phases 1, 2, and 3 make Outstanding progress. Boys in Phase 4, boys in Phase 4 physics and biology, girls in Phase 4 Chemistry, low-attaining students in phases 1 and 3, and high-attaining students in Phase 4 chemistry make Very Good progress. High-attaining students in Phase 4 biology and students with additional learning needs in Phase 4 physics make Good progress. Low-attaining students in Phase 4 physics and biology, students with additional learning needs in Phase 4, and students with gifts and talents in Phase 4 make Acceptable progress. High-attaining students and low-attaining students in Phase 4 make Weak progress.

Next Steps:

1. Extend students' investigative skills, especially inquiry skills, in the foundational years.

2. Extend students' practical experimental skills by encouraging them to identify areas for improvement in experimental design and use appropriate scientific terms in their explanations in phases 2 and 3

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 are keen to learn in most subjects and phases, taking on greater responsibility as they move up to higher grades. In English, Math and Science they can identify their strengths and areas for improvement but they do not take proactive steps to address them. In Islamic education and Arabic as a Second Language, students generally work for independently for only short periods without teacher intervention, although this improves in the higher phases.

- Students interact productively with both their peers and teachers, working well together in groups when given the opportunity. However, taking responsibility for specific roles to ensure effective collaboration is inconsistently observed. While students communicate effectively in most subjects, they often lack the technical vocabulary needed to articulate their learning clearly. In Arabic as a Second Language, limited language fluency presents an additional barrier to effective communication.

- Students consistently make meaningful connections across subjects, including during assemblies. They integrate mathematics, art, science, sustainability goals, and national identity. Learning is effectively transferred across disciplines, fostering a holistic understanding. Even in the foundational phase, children connect learning to real-world contexts by miming daily actions, such as brushing their teeth, and writing sentences about these activities.

- Students' innovation, critical thinking, and problem-solving skills are inconsistently developed across subjects. In Mathematics, students demonstrate problem-solving abilities, while in English, they can analyze texts. In Science, investigative skills are developing but are more evident in the higher phases. Enterprise and innovation skills are rarely displayed in lessons, particularly in Phase 1, though they are more evident in school clubs. While students are capable of independent learning, they rarely utilize technology to support and enhance their learning.

Next Steps:

1. Establish clear goals to enhance students' ownership and responsibility for their own learning.

2. Utilize technology more regularly to support research, collaboration, communication, and presentation skills.

3. strengthen students' problem-solving, critical thinking, enterprise, innovation and inquiry skills particularly in phase 1.

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 demonstrate a strong sense of personal responsibility across all phases. They exhibit positive and responsible attitudes; however, they rarely seek feedback proactively. Their attitudes and behavior are generally positive toward the school and their peers, though a few students in the boys' section occasionally show less consistent responsibility.

- Students are self-disciplined both inside and outside the classroom and respond well to others. They actively support each other in resolving difficulties, and older students often assist younger peers, such as by reading stories to help improve English skills. The student council also plays a significant role in fostering a harmonious and supportive community. Bullying is extremely rare, and relationships among students and with teachers are respectful and cordial, contributing to a positive and inclusive culture.

- Students exhibit empathy and tolerance, often assisting peers with additional learning needs by providing support.

- Students demonstrate an awareness of healthy eating and fitness, explaining the reasons behind making healthy choices and actively participating in activities that promote safe and healthy lifestyles. However, opportunities for student-led initiatives in these areas could be further enhanced.

- The school maintains an acceptable rate of attendance at 93%, and the majority of students are punctual, arriving on time for school and lessons throughout the day.

Next Steps:

1. Improve students' attendance and punctuality to maximize learning opportunities.

2. Enhance students' initiatives and leadership in activities that promote safe and healthy lifestyles.

3. Encourage students to actively seek and reflect on critical feedback.

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 demonstrate a clear understanding of Islamic values and how these influence life in the UAE. In most lessons, students connect their learning to these values. During morning assemblies, students listen to recitations of verses from the Holy Quran and Noble Hadith. Their commitment to helping others is evident through initiatives like organizing a charity drive during Ramadan, where they collected and distributed food to families in need.

- Students are knowledgeable and respectful of the UAE's traditions and heritage, as evidenced in their assemblies, the UAE corner, displays on the school boards, and engagement in the activities and projects organized by the school, like celebrating UAE National Day, Martyrs' Day, and Flag Day. In most lessons, students connect what they learn to the UAE National Identity and the Sustainable Development Goals.

- Students demonstrate a clear understanding of their own culture; students learn the Indian language, study Indian history and culture, and celebrate major festivals such as Diwali; however, their understanding of other world cultures is a developing feature.

Next Steps:

1. Enhance students' understanding of other world cultures.

2. Encourage students to initiate and involve themselves in various cultural activities.

Social responsibility and innovation skills

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

Findings:

- Students participate willingly in activities that have positive effects on the school and wider communities. As volunteers they sometimes initiate and lead activities to make worthwhile social contributions. Examples of student-led initiatives include the sustainability project "Hold That Drop," the Food Fridge program, and school-wide recycling efforts, such as collecting and reusing plastic. Additionally, students take on responsibilities through roles in the school council and by assisting others, demonstrating their commitment to making a difference.

- Students show a very positive work ethic. They are innovative and creative and successfully initiate and manage projects. For instance, they organize fundraising by selling old books to support those in need. The entrepreneurship group engages in activities such as trading Forex (currencies), gold, and SPX500, fostering real-world business skills. Additionally, students design wearable art using newspapers and other recycled materials, participate actively in robotics clubs, and contribute to a variety of creative and entrepreneurial initiatives.

- Students care for their school and seek ways to improve its environment. They are active in supporting schemes that contribute to sustainability and conservation locally and in the wider world environment. Students actively participate in environmental and sustainability initiatives, including beach clean-ups, tree planting, and clothing recycling. They engage in greening experiments, the "Hold This Drop" water conservation project, and even develop applications to promote sustainability. As part of their efforts, students conducted surveys and distributed them to people in various malls across Abu Dhabi. Additionally, they grow trees at home and participate in a unique competition by bringing in their electricity bills, with prizes awarded to those with the lowest usage, raising awareness about energy conservation and promoting green living.

Next Steps:

1. Encourage students to proactively initiate and lead activities that foster responsibility within the school and wider communities.

2. Promote an excellent work ethic by supporting students to become more resourceful, innovative and creative.

3. Enhance students' contribution to sustainability and conservation in the local and wider world environment.

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 ⬆	Very Good ⬆	Very Good ⬆

Findings:

- Most teachers in phases 1 to 3 consistently use clear explanations and demonstrations to convey their thorough subject knowledge to students, with the most effect in Phase 4. In Phase 1, teachers increasingly engage students in active learning activities, and this is a feature of most lessons in the rest of the school.

- Teachers across the school use its planning format to create lessons with a clear structure to cater to a range of abilities, although they do not consistently refer to students with additional needs or those who are gifted. Lessons include opportunities for students to review learning both at the start and end of the lesson and build in opportunities for students to discuss and learn together, developing independence and collaboration. In some subjects and lessons, teachers talk for too long and do not leave enough time for students to complete their learning activities. In most lessons, students are engaged and concentrate well, so learning environments are almost always positive and support students to feel secure and focus very well on their learning.

- Teachers often ask probing questions designed to make students think hard and reflect on their learning. However, they do not consistently use strategies, such as 'think, pair, share,' to make sure that all students actively take part in formulating their own answers, instead taking responses from just one or two students. Sometimes, especially in phases 1 and 2, teachers miss opportunities to deepen students' thinking by accepting simple one-word answers instead of encouraging students to articulate their thoughts using the correct terminology. In many lessons across the school, especially in Phase 4, teachers allow students to discuss and debate their answers to deepen their understanding. Sometimes in phases 1 to 3, teachers do not allow enough time for this to happen as effectively as it could.

- Teachers, especially in Phase 4, provide effective support and challenge for groups of students by providing various levels of difficulty with which to support and stretch different ability levels. However, this is not as effective across all lessons and subjects, especially when clear models of success and scaffolding, which ensure that all students, including gifted students and those with additional needs, achieve their learning goals, are not provided. In most lessons, work set is very successful in motivating students to enjoy their learning.

- Teachers successfully plan purposeful lessons together in order to expand and develop students' critical thinking, problem solving and independent learning skills. However, these skills need to be more consistently applied and developed across all lessons and subjects.

Next Steps:

1. Ensure all teachers foster a culture of active participation by expecting all students to articulate their thinking using correct terminology.

2. Improve questioning so it is planned to make sure all students are thinking hard and that all learning time is utilized.

3. Ensure teachers use high quality models of what success looks like and provide scaffolding which allows all students to achieve their learning goals.

Assessment

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

Findings:

- Internal assessment processes are linked clearly to the Central Board of Secondary Education (CBSE) curriculum standards as well as the Ministry of Education's (MoE) curriculum. They provide appropriate clear measures of students' academic development. The school uses a range of assessments such cycle tests, end-of-terms assessments, pre-board tests, baseline, diagnostic tests and competency-based assessments. The school's assessment policy needs more rigor as it doesn't include some of the established systems the school has already been implementing. It doesn't include the policies for invigilation, assessment criteria, tests blueprint, marking and others. The implementation of these systems needs to be closely monitored always to ensure consistency across the school.

- The school has recently started benchmarking students' academic outcomes against appropriate external, national and international expectations. The comparison between the results of all these different assessments and the school's internal assessments is still at the early stages. The school needs to study further performance gaps between these assessments, analyze the reasons for these gaps and address them to improve students' outcomes.

- The school monitors individual students' progress in the different internal assessments as well as compare achievement results of all classes and phases. They work with students on individual target setting and compare results to these targets. The analysis results in identifying students in three ability groups. However, the analysis is inconsistent across the phases. The information from these assessments is not always reviewed in depth for better understanding of performance gaps. In Phase 1, there are detailed analyses conducted by the senior and middle leaders, but they are not presented in an easily accessible format to provide information about areas of strengths and weaknesses. This results in variation of class teachers' understanding of how this information needs to be used to adapt their lessons.

- The school adequately uses assessment information effectively to inform lesson and curricula planning to meet the needs of all groups of students. This is evident in the differentiated activities that are not always tailored well to meet the needs of all groups, including those with special educational needs. The school has been utilizing real-time assessment platforms to enhance its assessment practices, including the Al Bareq Platform for Arabic, implemented for Grades 1-5, and the EduBrisk Platform, used for Grades 3-12. The teachers in most lessons start by assessing students but don't always use the information immediately to cover any gaps in learning and build effectively on students' pre-knowledge. The school are using a bank of resources to support the preparation for external assessments and benchmarks such as PISA, TIMSS, ASSET and CBSE. Teachers are using ASSET questions within lessons to improve students' achievement.

- In phase 1, In general, while the teachers are aware of the specific learning needs of different groups of children and students, including the students of determination, they do not use this information systematically to consistently meet these learning needs in lessons. Across the school, teachers have reasonable knowledge of the strengths and weaknesses of individual students. They provide remedial classes and reteach topics. However, the level of challenge, support and feedback provided is not always at appropriate levels. In phase 4, the consistent high levels of challenge, use of assessment information and follow up on results is more effective and yielding better results. There is inconsistency in marking students' work and in providing personalized feedback on next steps. Self-assessment and peer-assessments are promoted in lessons but opportunities for these assessments are inconsistent.

Next Steps:

1. Update the assessment policy document, ensuring consistency in implementation, rigorous analysis and close monitoring and tracking of progress of individual students, classes and groups that leads to performance improvement initiatives and results.

2. Ensure effective use of assessment information to influence lessons and curricular planning to meet the needs of all groups of students.

3. Ensure consistent opportunities are provided for self and peer-assessments, following up on their results as well as marking of students' work with personalized feedback on next steps.

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 curriculum has a clear rationale. It is broad, balanced and age-appropriate and is relevant and effective in developing knowledge, skills and understandings. The school follows Indian National Curriculum Framework (NCF) for all Phases across the school. The school curriculum policy is aligned with CBSE and MoE requirements. The curriculum is designed to balance knowledge, skills, and attitudes and provides opportunities for practical and physical learning although there is a higher emphasis on knowledge in most subjects. The curriculum design promotes practical learning experiences in mathematics and sciences. The children and students in Phase 1 follow a curriculum that is based on practice from the CBSE and other international guidelines. These students, however, have few opportunities to investigate, explore, and develop an understanding of their immediate and wider environment through play-based learning approaches.

- The curriculum is planned so that learning builds well on students' previous achievements. The curriculum maps provide a comprehensive overview of content planned in a subject for each grade. The alignment of content with school curriculum standards ensures sequential learning in different areas of learning in all grades. Vertical alignment is evident through backward planning and block syllabus. The activity calendar includes syllabus for international benchmark assessments and a list of club activities, promoting structured progression across grades. The curriculum also includes National Identity Marks (NIM) and Sustainability Development Goals -SDG to foster student interest, cognitive growth, and moral values. The missing concepts in curriculum to meet international assessment standards, alongside benchmarking against frameworks like ASSET, TIMSS, and PISA are included.

- The school provides students with a range of curricular choices starting in Grade 10, such as basic and standard math options, two streams science and commerce are offered in Grades 11 and 12 with two groups of subjects to choose from. Humanities is offered as a group to only Girls and Physical Education is added as subject option in the commerce Group.The provision for art,music and library is inconsistent in Grades 9 and 10 . Club activities are an option between work experience in Grades 9 and 10 and General Studies in Grades 11 and 12.

- All the lessons are planned to include meaningful cross-curricular links and managed well to enhance students' transfer of learning between subjects including National Identity Marks (NIM and Sustainable Development Goals (SDGs). This is evident across the subjects and Phases and more evident in math and science lessons. For example, in a science lesson about the digestion of food in Phase 3, students related a camel to a symbol of adaptability and endurance. Term department meetings focus on planning these connections.

- The curriculum is reviewed and revised periodically by the leadership team. It occurs at the beginning of the school to align with NEP- New Education policy 2020 and NCF-National Curriculum Framework and MOE framework and uses the assessment data to plan for differentiation and for interventions to prepare students for national and international exams. The data is not used consistently by the different subject departments to further extend high-ability students, nor cater for the lower ability

students across subjects and Phases including the special education needs students,particularly in Arabic and Islamic studies.

Next Steps:

1. Improve curriculum design and implementation in Phase 1 by providing play-based learning experiences.

2. Analyze curriculum outcomes and assessment information rigorously to identify any learning gaps so students are well-prepared for the next Phase, particularly in Arabic as a second language and Islamic education.

3. Enhance curriculum options in Phase 4 to meet students' interests, aspirations, and broader career paths for both boys and girls.

Curriculum adaptation

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

Findings:

- The school makes adequate modifications to the curriculum. The school identifies students based on need and learning ability. The lessons are planned appropriately to meet the needs of most students. Most teachers modify teaching and learning resources and use manipulatives, videos, worksheets, lab materials, and lab activities in their lessons. The Edu Brisk, a learning app, is accessible to all learners for independent, collaborative, and creative learning and ensures that students are relevantly engaged in learning. Systematic procedures for teachers to plan differentiation strategies for meeting the needs of different groups of students and monitoring their effective implementation is still developing. As a result, the progress of high and low achievers is inconsistent in lessons. Individual learning plans are prepared to improve learning outcomes for students with Special Education Needs. Teachers plan tasks accordingly and support them. However, this support is inconsistent across the Phases. Opportunities for gifted and talented students to pursue their talents further are provided through extracurricular activities during and after school, through school club activities, and participation in out-of-school and interschool school competitions.

- The curriculum is interesting and engages most of the students in relevant learning experiences across the school. In Phases 2, 3, and 4, the curriculum provides opportunities for innovation, creativity, and enterprise through provisions such as school clubs, the robotic lab for STEAM activities, raising funds by collecting and selling old textbooks and reading story books during parent meeting days. The school also enables social contribution and community involvement through Red Crescent charity drives, service during Labor Day celebrations, and stocking the food fridge outside the school with fresh, packed food for more needy people. There are sustainability development programs for students like Save Water and Hold the Drop, and students have created an app that is used by staff, students, and parents to support this. It encourages a no-plastic campaign along with only steel bottles and paper bags used in school. There is a focus on saving electricity, and the schools award students and teachers who use the least amount of electricity. There is a Hydroponic area and a green wall garden in the school. Most students in Phase 4 participate in field trips and sporting competitions. There are limited opportunities for students to develop critical thinking, enterprise, and innovation skills in the lessons.

- Appropriate learning experiences are integrated through most aspects of the curriculum. The school is very successful in promoting learning experiences that develop pride in the UAE values, culture, and heritage. They are embedded in all aspects of the curriculum and are consistent across Phases and subjects, through well-established links in lessons, special assemblies, celebrations such as National Day, Flag Day, Prophet Mohammad's Birthday, and observing Martyrs Day. The school holds charity drives during Ramadan. There is also the promotion of having a clear understanding of the UAE values, culture, and society through school assemblies and in the displays in the corridors and classrooms.

Next Steps:

1. Modify and implement planned lesson activities to meet the needs of all learners, including the gifted and talented.

2. Provide opportunities for enterprise, creativity, and innovation within lessons.

3. Improve interventions and support for students with special educational needs.

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 effective procedures for safeguarding students, including child protection. The school's comprehensive child protection policy is shared with all stakeholders. Students and parents are aware of the policies, and child protection measures are visible across the school premises. To further improve the policy could be made more child-friendly for younger students in the lower phases. The school is very effective in protecting students from all forms of bullying, which, as recorded and observed, are rare.

- The school provides students and staff a safe, hygienic, and secure environment. There is well-documented arrangements for health and security. Fire extinguishers, clear exit signs, and regular fire evacuation drills ensure compliance with Civil Defense regulations. However, improvement could occur as training records show limited participation, with only 16% of staff are recorded as having completed mandatory child protection training, underscoring the need for broader coverage and more consistently updated records. • Supervision during key times, such as dismissal, is effective but requires additional staff delegation to ensure consistent monitoring, particularly in high-traffic areas. While pest control and cleaning services are managed by external organizations, hygiene concerns, including issues with air conditioner systems, require immediate attention to maintain high cleanliness and safety standards.

- Buildings and equipment are maintained in sound repair, but record-keeping could be improved. Maintenance delays are evident, with the last recorded maintenance check conducted in March 2024. These delays have contributed to hygiene concerns and non-functional air-conditioner units in several classrooms.

- The premises and facilities provide a safe physical environment that is fit for purpose. Accessibility is limited across all buildings, with students needing mobility assistance needing peer support. Infrastructural improvements, such as installing lifts and adding non-slip surfaces to ramps, are necessary to ensure safe and equal access for all students.

- The school's promotion of safe and healthy living is systematically built into most aspects of school life. Meal monitoring, fitness programs, physical education provision, and extensive sports clubs are actively promoted, contributing to the student's overall well-being. Students can access fresh drinking water across the premises, ensuring adequate hydration. Additional measures are needed to provide very effective protection from the sun, including increased shaded areas, sun-safe headwear, and additional seating to enhance student comfort during breaks.

Next Steps:

1. Increase participation in mandatory child protection and safeguarding training to ensure comprehensive coverage, and maintain accurate and up-to-date training records for all staff.

2. Delegate supervision effectively across the school to ensure consistent monitoring and accountability.

3. Ensure rigorous checks and follow-up on the maintenance of facilities and equipment to enhance hygiene practices and maintain high standards of cleanliness across the school.

Care and support

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

Findings:

- Staff know their students very well and have positive relationships with them. The harmonious atmosphere is facilitated by the care and respect which is evident in the positive interactions between students and adults. The entire school community including staff, students and parents understands the expectations outlined in the school's behavior policy resulting in consistently high standards of behavior.

- The school has effective procedures for promoting attendance and punctuality. Daily attendance registers are taken, and the information is stored; however, records providing a picture of overall attendance are not easily accessible. Parents are swiftly informed when concerns arise, and rewards are in place to recognize those students with exemplary records.

- The school has thorough systems in place to identify students with additional learning needs, including students of determination (SoD). However, these systems are not always applied thoroughly, leading to a low number of identified students, considering the size of the school. Detailed individual educational plans are created. However, they are not consistently high enough quality to be useful to teachers. The school has identified a small number of gifted and/or talented students.

- The school has a limited number of qualified staff to oversee and support students with additional learning needs, including students of determination. Individual education plans do not always provide staff with the necessary information, such as measurable targets, to support students effectively in lessons. Students with additional learning needs are provided with inconsistent support by teachers, but they often benefit from helpful peer support during lessons. Specialist staff provide effective interventions for students with additional learning needs in 'pull in' and 'push out' sessions but cannot support all students needing help. Limited support is provided for gifted and talented students within lessons, although open-ended questioning enables their learning to be extended effectively in English, Mathematics, and Science. After-school clubs and extracurricular activities effectively meet students' needs.

- With help from teachers, the school counselor provides impactful care and guidance to support students' well-being and personal development. This includes regular in-class wellness sessions for all age groups, which provide strong support for all students. However, specialist support is limited, with only one counsellor for a school of this size. Despite this, the careers counselor leads an extensive and highly effective program, supporting older students as they prepare for their future careers and higher education.

Next Steps:

1. Maintain and strengthen the school's strategies to ensure very good attendance and punctuality.

2. Establish more robust systems for identifying students with additional needs and those who are gifted and talented.

3. Enhance and broaden individualized planning for all students with additional needs, including students of determination, ensuring the plans are well-focused and comprehensively address their specific requirements.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good

Findings:

- The very experienced and dedicated senior leadership team, including the principal, set clear strategic direction and work to provide the Indian community with an affordable, quality education that prepares students to become useful citizens willing to serve society. Leaders at all levels are committed to the UAE National and Emirates priorities, achieving high levels of achievement in international assessments, such as PISA, where science, mathematics, and reading results are at level 3 and above international averages. The respectful behavior of students demonstrates the school's commitment to Islamic values, and regular student assemblies indicate awareness and appreciation of the UAE culture and heritage. While leaders facilitate an inclusive ethos and the school commits to inclusion, greater resources are needed to identify and support all students with educational learning needs.

- The senior leadership team demonstrates secure knowledge of the Indian CBSE curriculum and best practices in teaching, learning, and assessment, and they are effective in establishing a positive learning culture where students are keen to learn and motivated to do their very best, whether in sporting or academic areas. There is variance in the middle leaders' knowledge of the UAE School Inspection Framework; not all effectively use this to guide judgment on the quality of lessons. Middle leaders' capacity to provide the feedback and regular monitoring needed to raise the quality of the teachers they oversee is restricted by the time they have to conduct observations and follow-up discussions. Not all middle leaders are confident using student assessment data to personalize planning and improve student achievement levels.

- Relationships and communications across the school and with stakeholders are professional and effective. The school maintains the 'family' feel that characterizes the school culture. The senior leadership team has introduced the concept of a distributive leadership framework through scheduled meetings and keeping staff informed. Grade level assemblies provide an avenue for administrative communications and reinforce core values and themes, such as 'sustainable development'. Communication systems with parents include using digital campus showing daily class plans and regular school updates are received through WhatsApp groups and the school's Database Management System. The school also uses phone calls and emails to follow up on more urgent communications, such as attendance and student's well-being. There is a system of delegations, allocating roles and responsibilities through job descriptions, and regular meetings to discuss progress in completing tasks on departmental action plans. However, the school's distributive leadership model is not yet fully embedded, and a principal sign-off is required for small tasks, even those undertaken by the vice principal. To embed a more horizontal model requires strengthening the capability of middle managers. The school community is very loyal to the principal, and morale throughout the school is positive.

- Leaders at all levels clearly understand the actions needed to improve school performance. The school is working towards capturing the evidence within the self-evaluation form as this detail is more clearly seen in the detailed departmental action plans that are the outcome of annual departmental

review and monitoring via staff-level discussions. Leaders address potential barriers to sustain improvement and have used innovative approaches to address potential barriers to learning. An example is the implementation of the 'student-led' activities during bi-weekly club sessions, where badge-holders, supported by teachers, provide a range of activities to further the interests and extend the talents of students across all Phases.

- Leaders have been innovative and successful in developing aspects of the school and maintaining a positive level of academic performance in most subjects and high levels of achievement in English and in phase 4, as shown by CBSE examination results. The senior leadership team has established new initiatives, such as introducing the Al Bareq application in Phase 2 to assist vocabulary development and support writing development in Arabic as a second language. The Governing Board's involvement in school enables students to learn about entrepreneurship and assists students in developing business plans and getting start-up funding. The involvement provides practical support that helps students in Phase 4 make informed decisions about future career options. The school is compliant with all statutory and regulatory requirements. The senior leadership team was very responsive in addressing minor maintenance issues raised during the inspection.

Next Steps:

1. Strengthen middle leaders' knowledge of the UAE School Inspection Framework, enabling them to provide clearer direction of expected standards better to staff under their jurisdiction.

2. Upskill leaders in effectively using the range of available assessment information to provide students with more personalized learning experiences that better cater to their needs, interests, and learning styles.

3. Strengthen the capability of middle managers to make evidence-based decisions so that they can effectively and efficiently carry out and be accountable for their delegated responsibilities for improved student achievement.

School self-evaluation and improvement planning

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

Findings:

- Self-evaluation using both internal and external data is embedded in the school's improvement planning. The self-evaluation form provided by the school is a descriptive document that refers to evidence of initiatives, but lacks a thorough analysis of issues and detailed identification of barriers to improvement that are facing the school. The basic structures for a self-review cycle are in place, such as an annual staff meeting to consider the school improvement plan. Departmental meetings are held to review the previous year's exam results and modify action plans. Most employees are aware of the school's strengths and key priorities for improvement. In the self-evaluation, areas for improvement under each standard are not clearly listed, and the school's judgments are higher than seen in lessons throughout the inspection when many joint observations took place. The school has access to a range of benchmarking information from external and international assessments, such as CBSE, EI Asset, PISA, TIMMS, and ACER IBT. Together with stakeholder surveys and priorities established through wider consultation with parents, students, and the Governing Board members, rigorous analysis of assessment information will generate a more useful self-evaluation. Regular reviews and systematic monitoring are required to ensure targeted strategies positively impact raising student achievement levels.

- A system for monitoring teaching, including a self-review, is in place, but it is not sufficiently focused on their effect on student's achievement. The associated teacher evaluation form the school uses aligns with the UAE School Inspection Framework; the tick-box approach does not enable consistent judgments. Some performance appraisals are still based on an old template that focuses more on the technical aspects of teaching, punctuality, attendance, and contribution to school activities. Not all teachers have yet completed a self-evaluation. As a result, the school's initiatives to make the transformational change from traditional teaching to a more student-centered approach are not yet well-embedded. Formal teacher observations conducted by subject leaders or academic supervisors occur six times a year, followed by a report with recommended next steps. While there is variation, in the most effectively managed departments, such as English, the best practices identified through the appraisal system are shared at departmental meetings, and identified areas for improvement are used to revise departmental action plans and inform continuous professional development. Teacher retention has improved over the last three years (from 12% to less than 5% turnover). Greater staffing stability now provides the opportunity to share best practices more widely across departments to gain greater teaching consistency across all subjects and phases. However, many middle leaders teach, and they need training in coaching and adequate release time not just to carry out the monitoring of teaching but also to provide follow-up mentoring to support teachers in personalizing the students' learning experience to achieve improved learning outcomes.

- The school improvement plan is comprehensive at the department level and based largely on the recommendations from the previous inspection. It is unclear which of the identified actions are still in process and which have been completed. Detailed action plans in the CBSE curriculum subjects are informed by research into trends in teaching, such as high-performance learning. The Governing Board members are very familiar with employment trends, such as the impact of robotics and the use of artificial intelligence in the workplace. Governors' global overview of the skills needed in the workplace needs to be brought together with teachers' trending pedagogical knowledge to develop a comprehensive school development plan that also includes discussions with students and parents

to help shape school direction. Priorities are still to be accurately aligned with the UAE national priorities, the UAE School Inspection Standards, and any CBSE advice. These elements are already in the school. Bringing them together in a more comprehensive planning process will better integrate the Board's strategic planning goals, more closely underpin objectives in the school development plan, and align with the more specific departmental action plans. The school's plans already have clear actions and responsibilities, but key performance indicators are not always identified, and the improvement planning systems are not yet able to quantify how much progress has been made against each target and measure the impact on student achievement. Informed by the school's recently completed self-evaluation, which requires the development of clear next steps under each standard, the school's improvement plans need updating, taking care to include SMART objectives and clear delegations.

- There has been progress in addressing most of the school's previous inspection report recommendations. A report was provided in which eight of the key recommendations were listed, and detailed action was recorded by the senior leadership team. The impact of these actions is visible in improved attainment and progress seen during inspection, mostly in English lessons, and in the results from external data assessments, especially improved progress in EL Asset test results. The school has implemented a more consistent approach to lesson planning, with a common template used across the school. The development of higher-order thinking skills and independent learning is improving across the Phases, and it is most well-developed in English, science, and mathematics in Phase 4. The school has yet to put in place student representation on the governing board. Still, surveys conducted by the school show an increased satisfaction rate and rising participation rates in school-wide activities.

Next Steps:

1. Utilize a range of assessment, survey, and research-derived information on best practices to inform systematic annual self-review.

2. Implement a consistent approach to the monitoring of teaching with a focus on student learning outcomes, providing appropriate time allowances and training to enable middle leaders to provide the mentoring and coaching needed to raise the quality of teaching across all phases and subjects.

3. Analyze and use data from the annual school self-reviews and the recommendations of periodic external audits to better align departmental, school-wide development, and strategic planning processes with staff improvement objectives in a more effective and well-integrated performance management system.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- The school demonstrates effective partnerships with the wider community, leveraging these relationships to enhance educational and extracurricular offerings. Parents actively engage with the school through monthly council meetings, representing different Phases across the school. Key suggestions from parents have significantly influenced school policies, including transitioning to a co-educational school and introducing physical education as a subject for Grades 11 and 12. Parental feedback also led to the inclusion of humanities for girls and a robotics lab supported by an alumnus. This strong engagement underscores the school's openness to parent contributions.

- Communication systems, including a robust digital campus and Learning Management System, ensure effective and seamless interaction between the school and parents. Parents are empowered as partners.

- Reporting on students' academic progress and personal and social development is ongoing and comprehensive. Phase 1 and 2 students receive personalized reporting on their child's learning and development, something parents of older students are requesting. While regular updates through WhatsApp groups and the Database Management System improve engagement, parents would like to see greater coordination of assessment activities to reduce stress on students. Reporting strategies clearly convey students' achievements.

- The school makes sustained social contributions to the local, national and international communities. It maintains effective community ties, running impactful initiatives like the Save Water campaign, where students and parents actively participate. Senior students take on leadership roles, creating apps and organizing activities to spread awareness. The school provides avenues for holistic development, including extracurricular activities such as dance, sports, and karate. Initiatives like the free food fridge near the school gate, student-driven charity fundraisers supporting the local community, and e-waste collection reflect the school's emphasis on empathy and entrepreneurship. Support for students of determination includes physiotherapy workshops and there is a willingness to connect with external clinics to ease treatment costs. Recognition for efforts, such as the Abu Dhabi Award for a plastic-free campus, highlights the school's success in fostering environmental consciousness. Additionally, health-related collaborations with local hospitals for screenings, camps, and workshops show a commitment to community well-being.

Next Steps:

1. Strengthen membership of Parents' Council to facilitate greater involvement in activities, such as careers and remediation.

2. Consider parents' requests to strengthen community ties to enable access to specialist services, especially to support those with additional learning needs.

3. Review the reporting format, to include more information on students' social and personal development and ensure that teachers work together to consider students' well-being when giving homework, and devising revision activities, to reduce stress.

Governance

Performance Indicator	Quality judgement
Governance	Good

Findings:

- The Board of Governors includes representation from most stakeholders. It is comprised of seven permanent members plus five representatives from community organizations, such as the Indian Social and Cultural Center, India's Ladies Association, Indian Islamic Centre, the Abu Dhabi Kerala Community Organization, and the Kerala Social Center. The Board meets annually to consider the strategic plan and resourcing, including human resources. The Governing Board member's roles are divided to ensure smooth governance on a day-to-day basis, supporting school management with expertise in education, finance, sports and activities, and a person for infrastructure, health and safety and compliance. The Board members are regularly present in the school, and they also seek the opinions of parents through surveys and meetings with parents' representatives. The Board has a clear vision of how the school serves its community and is focused on providing access to affordable education without compromising on quality.

- The Governing Board has a system in place to regularly monitor the school's actions and holds the principal and senior leaders accountable for the quality of the school's performance. They use information gathered from meetings, principal's reports, and stakeholder satisfaction surveys which informs how well the school is progressing, and how the relationships with key stakeholders are being maintained. The Board recognizes the need to improve accountability systems by implementing a performance management system with specific key performance indicators for school leadership linked to a systematic annual review and planning cycle. This will support greater alignment with the Board's strategic goals and enable members with corporate experience to assist the school in developing and reviewing the school's Internal Evaluation Report and the School Development Plan.

- The Governing Board exerts a positive influence on the school, with members involved in students' activities such as enterprise competitions, and the promotion of sporting competitions. Financial support enables students to access training to compete successfully in UAE national (ADEK) and Indian (CBSE) competitions. The Board makes sure that the teachers are up to date with educational research from outside experts. For example, keeping up-to-date knowledge on artificial intelligence, participating in the school's continuous professional development program, and providing resources for the robotic club. There is a need to review the structure and funding of the school, ensuring there is adequate funding for the maintenance and refurbishment of the school. Dropping standards in some areas indicates the need for a vice-principal with oversight of corporate activities so that the instructional leadership can better focus on ensuring consistency in the implementation of the many new initiatives introduced since the last inspection, especially on raising achievement in Arabic as a second language and on Islamic education. Resources for teaching the curricula are appropriate, but the availability of digital technologies for learning is limited, and training needs to be provided on how to use better locally contextualized resources, such as those gathered as part of the school's 'greening' policy, to personalize learning. The Board is effective in ensuring all statutory requirements are met at the school.

Next Steps:

1. Improve school leadership accountability linked to a systematic annual review and planning cycle.

2. Revise the school's future plans so that there is greater alignment between the board's strategic plans, the school development plans, and departmental action plans. This will ensure the provision of appropriate staffing and operational budgets, as well as CAPEX investment.

3. Access the board's expertise to assist the school in implementing a distributive leadership model that recognizes the need for administrative management and instructional leadership to drive improved achievement in all subjects and phases.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the day-to-day management of the school are well organized, impacting positively on students' achievement. The school consists of many sections for boys and girls with many staff. Systems and routines are in place and are effective and efficient. The school has started to modeling a 21st century skills environment to optimize timely and accessible decision making and information sharing.

- The school is appropriately staffed with committed long-term serving, qualified personnel who care for the school and its students. The school needs another Counsellor, Vice Principal and a Head of Inclusion with suitable backgrounds and experiences to support students' academic and personal development. Most staff are suitably qualified; it would be timely to review all teacher's knowledge of what they teach and ensure any gaps in skills are covered through an upskilling program by reassigning some of its qualified staff to roles that best suit their experiences. This would support distributive leadership across the school in alignment with the board's plan and the school's strategic priorities. Staff currently benefit from relevant internal technical professional development, including peer observations and external training.

- The premises are adequate, and specialist facilities are available. The school's buildings and premises are relatively old with some areas needing maintenance and refurbishment. Most learning areas are of adequate quality. There are green plants in and around the school, as well as students' artwork and their celebrated achievements are displayed on walls, providing a motivating environment for students. The school has refurbished its ICT labs and added interactive boards in most classes, supported by strong Wifi connection. There are some ramps in some areas of the school to ensure some accessibility .

- The school has a range of resources relevant to the curriculum requirements to promote teaching and learning such as computer labs, science labs and the newly added Robotics lab. The library has many books and uses a manual processes for borrowing which slows information sharing. Some material resources, for example, in the art rooms, are recycled and not always of high quality.

Next Steps:

1. Ensure that another counselor, vice principal, and head of inclusion with suitable experience is hired to support the student's academic and personal development.

2. Reassign staff into teaching roles that best suit their experiences and qualifications and ensure skill gaps are filled to have a greater impact on the student's learning outcomes.

3. Enhance the school's systems and routines to promote a more efficient and effective day-to-day management of the school.

4. Establish a regular and personalized professional development program with priorities focused on consistent, effective teaching and learning in student-centered approaches.

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