







## Basic information about school inspections

School inspections are structured around six Performance Standards:

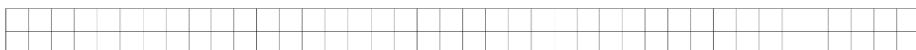
1. Students' achievement;
2. Students' personal and social development, and their innovation skills;
3. Teaching and assessment;
4. Curriculum;
5. The protection, care, guidance and support of students; and
6. Leadership and management.

School Inspections support the development of schools across the Emirate of Abu Dhabi. The UAE School Inspection Framework provides clear descriptions within these six Performance Standards. This framework allows school leaders and external inspectors to make judgements based on internationally recognised best practice.

School inspectors make judgements using these six performance categories:

| Definitions                        | Performance Categories |
|------------------------------------|------------------------|
| Substantially exceeds expectations | Outstanding            |
| Exceeds expectations               | Very Good              |
| Meets expectations                 | Good                   |
| Minimum performance required       | Acceptable             |
| Below expectations                 | Weak                   |
| Significantly below expectations   | Very Weak              |

To see the full UAE School Inspection Framework, please click here: [Framework Arabic](#) [Framework English](#)





## INSPECTION SYSTEM

# Basic information about the school

**Name:** Dunes International School

**I.D. number:** 9294

**Phases:** Cycle 1;Cycle 2;Cycle 3;KG

**Curriculum:** Indian

**Fee category:** Low

**Location:** 11, Al Jali St, Al Danah, Abu Dhabi 22217

**Web address:**  
<http://www.dunesinternationalschool.com>

**E-mail address:** 9294@adek.gov.ae

**Telephone:** 025527527

**Number of teachers:** 78

**Teachers' assistants:** 8

**Teachers' nationalities:** India

**Number of students:** 1162

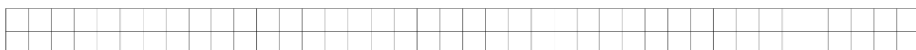
**Teacher to student ratio:** 1:14

**Students' nationalities:** India)

**Proportion of Emirati students:** 0.77

**Proportion of students of determination:** 0.86

**Dates of inspection:** 11-Oct-2021 to 14-Oct-2021







INSPECTION SYSTEM

## Summary of inspection judgements

### PS1: Students' Achievements

| Indicators  | Phase 1 (FS/KG) | Phase 2 (P/E/C1) | Phase 3 (S/M/C2) | Phase 4 (P-16/HS/C3) |
|---|-----------------|------------------|------------------|----------------------|
| 1.1 Students' attainment in Islamic Education       | Not Applicable  | Good *           | Good *           | Good *               |
| 1.1 Students' attainment in Arabic First Language   | Not Applicable  | Not Applicable   | Not Applicable   | Not Applicable       |
| 1.1 Students' attainment in Arabic Second Language  | Not Applicable  | Good *           | Good *           | Good *               |
| 1.1 Students' attainment in Social Studies          | Not Applicable  | Good *           | Good *           | Not Applicable *     |
| 1.1 Students' attainment in Language Of Instruction | Not Applicable  | Not Applicable   | Not Applicable   | Not Applicable       |
| 1.1 Students' attainment in English                 | Good *          | Good *           | Good *           | Very Good *          |
| 1.1 Students' attainment in Mathematics             | Good *          | Good *           | Good             | Good                 |
| 1.1 Students' attainment in Sciences                | Good *          | Good *           | Good *           | Very Good            |
| 1.2 Students' progress in Islamic Education         | Not Applicable  | Good *           | Good *           | Good *               |
| 1.2 Students' progress in Arabic First Language     | Not Applicable  | Not Applicable   | Not Applicable   | Not Applicable       |
| 1.2 Students' progress in Arabic Second Language    | Not Applicable  | Good *           | Good *           | Good *               |
| 1.2 Students' progress in Social Studies            | Not Applicable  | Good *           | Good *           | Not Applicable *     |
| 1.2 Students' progress in Language Of Instruction   | Not Applicable  | Not Applicable   | Not Applicable   | Not Applicable       |
| 1.2 Students' progress in English                   | Good *          | Good *           | Good *           | Very Good *          |
| 1.2 Students' progress in Mathematics               | Good *          | Good *           | Good             | Good                 |
| 1.2 Students' progress in Sciences                  | Good *          | Good *           | Good *           | Very Good            |
| 1.3 Students' Learning skills                       | Good *          | Good *           | Good *           | Very Good            |



## INSPECTION SYSTEM

### PS2: Students' personal and social development

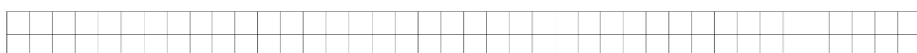
| Indicators                                   | Phase 1 (FS/KG) | Phase 2 (P/E/C1) | Phase 3 (S/M/C2) | Phase 4 (P-16/HS/C3) |
|--|-----------------|------------------|------------------|----------------------|
| 2.1 Personal development                     | Not Applicable  | Not Applicable   | Not Applicable   | Not Applicable       |
| 2.2 Islamic values, Emirati & world cultures | Not Applicable  | Not Applicable   | Not Applicable   | Not Applicable       |
| 2.3 Social responsibility & innovation       | Not Applicable  | Not Applicable   | Not Applicable   | Not Applicable       |

### PS3: Teaching and assessment

| Indicators     | Phase 1 (FS/KG) | Phase 2 (P/E/C1) | Phase 3 (S/M/C2) | Phase 4 (P-16/HS/C3) |
|----------------|-----------------|------------------|------------------|----------------------|
| 3.1 Teaching   | Good *          | Good *           | Good *           | Very Good            |
| 3.2 Assessment | Good *          | Good *           | Good *           | Very Good            |

### PS4: Curriculum

| Indicators                | Phase 1 (FS/KG) | Phase 2 (P/E/C1) | Phase 3 (S/M/C2) | Phase 4 (P-16/HS/C3) |
|---------------------------|-----------------|------------------|------------------|----------------------|
| 4.1 Curriculum            | Not Applicable  | Not Applicable   | Not Applicable   | Not Applicable       |
| 4.2 Curriculum adaptation | Not Applicable  | Not Applicable   | Not Applicable   | Not Applicable       |





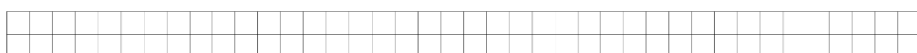
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### PS5: Protection, care, guidance and support of students

| Indicators          | Phase 1 (FS/KG) | Phase 2 (P/E/C1) | Phase 3 (S/M/C2) | Phase 4 (P-16/HS/C3) |
|---------------------|-----------------|------------------|------------------|----------------------|
| 5.1 Health & safety | Outstanding     | Outstanding      | Outstanding      | Outstanding          |
| 5.2 Care & support  | Very Good *     | Very Good *      | Very Good *      | Very Good *          |

### PS6: Leadership and management

| Indicators                        | All Phases  |
|-----------------------------------|-------------|
| 6.1 Effectiveness of leadership   | Good        |
| 6.2 Self evaluation & improvement | Good        |
| 6.3 Partnerships with parents     | Very Good   |
| 6.4 Governance                    | Good        |
| 6.5 Management                    | Good        |
| <b>Overall Judgement</b>          | <b>Good</b> |







## INSPECTION SYSTEM

performance

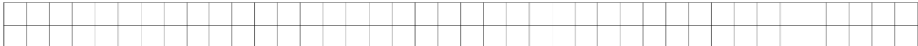
- all staff attending appropriate annual professional development programs that update and improve their teaching skills
- identifying, quantifying and monitoring a set of key improvement indicators for all staff.

2. Ensure more consistent support in lessons for all groups of students by:

- identifying those students who require additional targeted strategies to measure and improve their learning
- identifying those students who require additional targeted strategies to stretch and challenge their learning
- providing whole school professional development to identify and support these students
- ensuring school leaders monitor and analyse the effectiveness of these strategies.

3. Develop the role of middle leaders by providing training to:

- develop their knowledge of how to analyze and use assessment data
- monitor and evaluate lessons and provide effective feedback to teachers
- critically evaluate the performance of different groups of students in each subject area.





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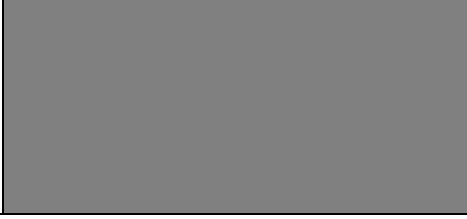
PS1: Students' Achievements

Students' attainment and progress in Islamic Education

| Internal Evaluations  | Elements  | External Evaluations   |
|---|---|--|
| <p>Cycle 1 94% (almost all), Cycle 2: 80% (Most) and Cycle 3: 79% (Most)<br/>Students have attained levels above curriculum standards. Across all cycles large majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. Large majority in cycle 1 exhibit well developed recitation skills which is evident in school assemblies and cultural events. Students across all cycles are very good at understanding suras and giving their explanation. Al most all students in cycle 1 understand the pillars of Islam and Iman. In internal examination Cycle 1 have shown better than expected progress. In cycle 2 the students have shown expected progress. In cycle 3 students have shown expected progress. In relation to their starting points, almost all students (94%) in Cycle 1, and most students 80% in cycle2 and most students 79% in Cycle 3 progressed as per curriculum standards and set expectations. Most students have shown significant progress in recitation and presentation skills. While large majority of the students make significant gains in their knowledge of rules of Tajweed. Large majority of students have progressed in performing Salah. Large majority of students have raised attainment in Independent learning skills. Most of the SEN students have maintained their average percentage and are showing very good progress in lessons. Attainment data through cycle 1 and cycle 2 shows that boys and girls shows nearly equal progress.</p> | <p>1.1<br/>Against curriculum standards</p> <p>1.2<br/>Against national and international standards</p> <p>1.3<br/>Knowledge, skills &amp; understanding</p> <p>1.4<br/>Trends in attainment over time</p> <p>1.2.1<br/>Progress against starting points and over time</p> <p>1.2.2<br/>Progress in lessons</p> <p>1.2.3<br/>Progress of different groups</p> | <p>The majority of students attain levels which are above curriculum standards. The school's internal assessment data for 2020-21 indicates outstanding levels of attainment in the primary, middle and high phases. Students in the Grade 12 external examination attain similar levels. In lessons and in their recent work, the majority of students demonstrate knowledge, skills and understanding which are above curriculum standards. Students in the primary phase understand basic Islamic concepts and in the middle phase are able to read and explain verses (Ayat) from the Holy Quran. The majority of students in the middle phase are able to recite the Idgham letters and use words containing Idgham letters loudly and accurately. All students understand the Prophet Mohammad (puh) seerat. The trend in attainment as shown in internal school data over the last three years indicates that most students attain consistently above national standards in all the phases. These levels of attainment are not reflected in the lessons where the majority of students attain above curriculum standards at a good level. The school internal assessment results indicate that students' progress in all the phases from their starting points is outstanding. However, this is not seen in lessons where the majority of students make above the expected progress in relation to the learning objectives aligned to the curriculum standards. In the primary and middle phases, students' progress in applying the Prophet's approach to real-life contexts is less well developed than in the high phase as students have fewer opportunities in lessons to take the lead in their own learning. Evaluation of student work and assessment data indicate that students of determination, lower attaining</p> |



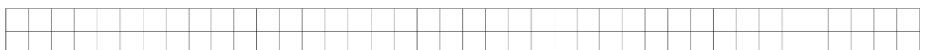
**INSPECTION SYSTEM**



students, Arabic and non-Arabic students, and boys and girls make similar progress. The higher attaining students do not receive enough challenge in their work to enable them to make higher rates of progress.

**Islamic Education - Next steps for students:**

1. Listen to an approved Qur'anic recording each day to improve your knowledge and understanding of its content.
2. Practice carefully reading the Holy Quran, at least one hour per week, so that your pronunciation is more accurate.
3. Apply the approach of Prophet Mohammad (puh) to real-life contexts when you are making decisions.





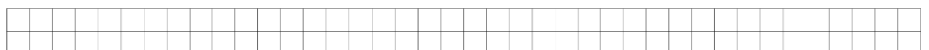
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**PS1: Students' Achievements**

**Students' attainment and progress in Arabic First Language**

| Internal Evaluations | Elements  | External Evaluations |
|----------------------|---|----------------------|
|                      | 1.1.1<br>Against curriculum standards                   |                      |
|                      | 1.1.2<br>Against national and international standards   |                      |
|                      | 1.1.3<br>Knowledge, skills & understanding              |                      |
|                      | 1.1.4<br>Trends in attainment over time                 |                      |
|                      | 1.2.1<br>Progress against starting points and over time |                      |
|                      | 1.2.2<br>Progress in lessons                            |                      |
|                      | 1.2.3<br>Progress of different groups                   |                      |

**Arabic First Language - Next steps for students:**





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PS1: Students' Achievements

Students' attainment and progress in Arabic Second Language

| Internal Evaluations   | Elements  | External Evaluations  |
|--|---|---|
| <p>Cycle 1: 80% (Most), Cycle 2: 67% (Large majority) and Cycle 3: 86% (most) Students have attained levels above curriculum standards. Across all cycles large majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. Most students can converse fluently and express their ideas and thoughts in Arabic. Readings, writing, speaking skills have improved and students are able to express in both written and oral form. In school assessments Cycle 1 and cycle 2 show better than expected progress. Cycle 3 shows expected progress. Internal assessment information indicates that in relation to their starting points, most students in cycle1, cycle 2, cycle3, progressed as per curriculum standards and set expectations Most of students have progressed in written and spoken skills. Most students have good working knowledge of Arabic language. Majority students have good creative writing skills. Majority of the students can comprehend large paragraphs, analyses and answer accordingly. Most of the SEN students have maintained their average percentage and are showing very good progress in lessons. Attainment data through cycle 1 and cycle 3 shows that girls perform slightly better than boys while in Cycle 2 girls show better progress than boys.</p> | <p>1.1.1<br/>Against curriculum standards</p> <p>1.1.2<br/>Against national and international standards</p> <p>1.1.3<br/>Knowledge, skills &amp; understanding</p> <p>1.1.4<br/>Trends in attainment over time</p> <p>1.2.1<br/>Progress against starting points and over time</p> <p>1.2.2<br/>Progress in lessons</p> <p>1.2.3<br/>Progress of different groups</p> | <p>The majority of students attain levels which are above curriculum standards. The school's internal assessment data for 2020-21 indicates outstanding levels of attainment in the primary, middle and high phases. This is not born out in in lessons and in students' recent work, where the majority of students across the phases demonstrate levels of knowledge, understanding and skills that are above curriculum standards. In the primary phase, the majority of students can read and explain basic Arabic sentences and paragraphs. In the middle phase, students can read Arabic text describing space, with the majority able to read with correct pronunciation and explain the meaning. Across the phases, students' ability to apply language in real-life contexts is less well developed. In the high phase, students can define and give examples of sustainability using standard Arabic language with the majority able to write reports on Madinet Masder. However, their extended Arabic writing in other topics is less well developed. Over the past three years, attainment over time has been above national and international standards. Internal assessment information indicates that most students make better than expected progress in relation to their starting points and over time. This is not born out in lessons and in their work, where the majority of students in each phase make better than expected progress from their starting points and over time. In the primary phase, the majority of students make good progress in reading and writing basic Arabic. Progress in speaking accelerates in the middle phase as students practice speaking in lessons more frequently. Students make good progress in the high phase and the majority are able to read, comprehend, speak and write grade-appropriate Arabic by the end of the phase. Different groups</p> |

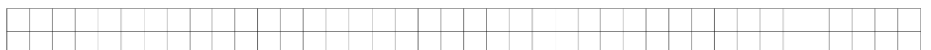


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of students make the same good progress, with no variations of significance between boys, girls, students of determination, gifted and talented students, lower attainers or any national group.

**Arabic Second Language - Next steps for students:**

1. Practice handwriting so that letters are formed correctly and all words are written accurately.
2. Use a wider range of current Arabic language resources, for example Arabic newspapers and magazines, to practice oral reading skills.
3. Practice creative writing skills more frequently.





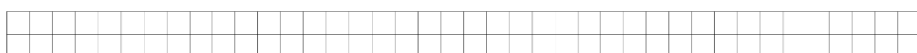
**INSPECTION SYSTEM**

**PS1: Students' Achievements**

**Students' attainment and progress in Social Studies**

| Internal Evaluations  | Elements  | External Evaluations   |
|---|---|--|
| <p>Cycle 1 97% (almost all) and Cycle 2: 89% (Most) Students have attained levels above curriculum standards. Across all cycles large majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. Large majority in cycle 1 describe symbols, songs and traditions that identifies UAE culture. Large majority of students construct a timeline showing the significant events of UAE. In cycle 2 most of the students explains how different types of governments use, acquire and justify power. Majority of students analyses, interpret maps graphs, charts and other visuals to support conclusions about UAE Social studies. In internal examination Cycle 1 have shown better than expected progress. In cycle 2 the students have shown less than expected progress. In relation to their starting points, almost all students (97%) in Cycle 1 , and most 89% in cycle2, progressed as per curriculum standards and set expectations where 2% cycle 1 and 2% cycle2 of students have moved to the next level Most students have shown significant progress in inquiry, investigation and presentation skills. While large majority of the students make significant gains in their knowledge, skills, critical thinking. Large majority of students have progressed in map skills. Large majority of students have raised attainment in Independent learning skills. Most of the SEN students have maintained their average percentage and are showing very good progress in lessons. Attainment data through cycle 1 and cycle 2 shows that boys and girls shows nearly equal progress.</p> | <p>1.1<br/>Against curriculum standards</p> <p>1.2<br/>Against national and international standards</p> <p>1.3<br/>Knowledge, skills &amp; understanding</p> <p>1.1.4<br/>Trends in attainment over time</p> <p>1.2.1<br/>Progress against starting points and over time</p> <p>1.2.2<br/>Progress in lessons</p> <p>1.2.3<br/>Progress of different groups</p> | <p>The majority of students attain levels that above curriculum standards in the primary and middle phases. Social studies is not taught in the KG and high phases. There is no external examination data for both of the phases. The school's internal assessment data for 2020-21 indicates outstanding attainment in the primary and the middle phases. However, these high levels of attainment are not seen in lessons and in students' work, where the majority of students demonstrate knowledge, skills and understanding which are above curriculum expectations in both the phases. The majority of students in the primary phase are aware of the significant features of the UAE environment and the contribution to the e economy of the different sectors. In the middle phase, the majority of students understand and can apply their knowledge of the history and culture of the UAE and detail significant examples of them. They use maps well to locate places and historical buildings. The trend of attainment over the last three years in the school's internal data indicates that most students attain consistently above national standards in the primary and middle phases. Students' progress is good in both phases. In lessons, a majority of students make above expected progress in understanding the role of the UAE in a global economy. In the middle phase, students make good progress in their use of maps and other information to locate monuments and analyse the surrounding areas. Students' ability in both phases to apply their learning to real life is less well developed. Different groups of students make the same good progress, with no variations of significance between boys, girls, students of determination, gifted and talented students, lower attainers or any national group.</p> |

**Social Studies - Next steps for students:**









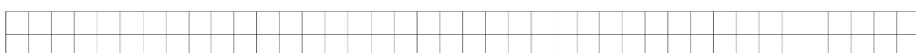
**INSPECTION SYSTEM**

**PS1: Students' Achievements**

**Students' attainment and progress in Language Of Instruction**

| Internal Evaluations | Elements  | External Evaluations |
|----------------------|---|----------------------|
|                      | 1.1.1<br>Against curriculum standards                   |                      |
|                      | 1.1.2<br>Against national and international standards   |                      |
|                      | 1.1.3<br>Knowledge, skills & understanding              |                      |
|                      | 1.1.4<br>Trends in attainment over time                 |                      |
|                      | 1.2.1<br>Progress against starting points and over time |                      |
|                      | 1.2.2<br>Progress in lessons                            |                      |
|                      | 1.2.3<br>Progress of different groups                   |                      |

**Instructional Language - Next steps for students:**





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**PS1: Students' Achievements**

**Students' attainment and progress in English**

| Internal Evaluations   | Elements  | External Evaluations  |
|--|---|---|
| <p>Kindergarten 100%(almost all), Cycle 1 94%(almost all), Cycle 2: 79%(Most) and Cycle 3: 80%(Most) Students have attained levels above curriculum standards. In ASSET assessments, large majority students of cycle 1 and majority students of cycle 2 attain levels above national and international standards. In CBSE Board examinations, most students of grade 10 and large majority of grade 12 attain levels above national and international standards. large majority of students demonstrate language skills in different contexts like home, work, office, formally and informally. analyze a text for thematic understanding and interpretation of a story from different genres. use technology as a learning aid and communication tool. In internal examination Kindergarten, Cycle 1 shows better than expected progress while Cycle 2 and cycle 3 shows expected progress. In ASSET assessments Cycle 1, Cycle 2 have shown better than expected progress Internal assessment information indicates that, almost all students in kindergarten and cycle1, Most in cycle 2 and cycle3, progressed as per curriculum standards and set expectations where 0.1%(KG), 1% (cycle 1), 10% (cycle2) 15% (cycle3) of students have moved to next level In ASSET the performance of Large majority of students has been progressed in cycle 1(24.9%) and majority of students in cycle 2(13.5%) with above international mean percentage. Large majority of students make significant gains in their knowledge, skills and understanding, as measured against learning objectives in lessons and all 4 keys skills of English language. Most have shown progress in the use of accurate linguistics structures to summarize, make notes, and write paragraphs and the use of precise language. Most of SEN students have maintained average percentage and are</p> | <p>1.1<br/>Against curriculum standards</p> <p>1.2<br/>Against national and international standards</p> <p>1.3<br/>Knowledge, skills &amp; understanding</p> <p>1.4<br/>Trends in attainment over time</p> <p>1.2.1<br/>Progress against starting points and over time</p> <p>1.2.2<br/>Progress in lessons</p> <p>1.2.3<br/>Progress of different groups</p> | <p>Students' attainment is good in the KG, primary and middle phases where the majority of students attain above curriculum standards. Attainment has improved to very good since the last inspection in the high phase where the large majority of students now attain above curriculum standards. In the last CBSE examinations, attainment was outstanding in Grade 10 and very good in Grade 12. The school tracks students' attainment against the CBSE content and grading system. This internal data for 2020- 21 indicates outstanding attainment across the phases. However, in lessons and in students' recent work, attainment is good where the majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. In the high phase, a large majority are working above curriculum standards. In the KG, students can construct simple sentences and can comprehend the themes and characters in stories. Students in the primary phase make correct inferences from texts and can use compound structures to enhance their creative writing. In the middle phase, students write interesting articles on a variety of subjects and in the high phase they are able to analyze different genres. All students speak English clearly and confidently and enhance their English learning expertly using a variety of different learning platforms. The trend in attainment over the past three years indicates that a large majority of students in the phases attain consistently above national standards. The school's tracking data indicates that most students in all the phases make above the expected progress from their starting points and over time. However, in lessons and in their recent work, the majority of students in the KG, primary and middle phases, and the large majority in the high phase, make</p> |



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showing good progress in lessons. Attainment data Kindergarten, cycle 1 shows that girls and boys performance is almost the same while in Cycle 2 and cycle 3 show that 10% girls perform better



better than the expected progress in relation to their starting points and curriculum standards. In the KG, students make quick progress in letter formation and sounds to enable them to construct and speak grammatically correct sentences. The majority of students make good progress in lessons in the primary and middle phases in constructing ever more complex pieces of writing that hold the interest of readers. Students make very good progress in the high phase as a result of more challenging teaching and encouragement of independent research which they communicate using a range of media. Different groups of students make the same progress, with no variations of significance between boys, girls, students of determination, gifted and talented students, lower attainers or any national group.

**English - Next steps for students:**

1. Participate more actively in lessons by asking questions without being prompted by the teacher.
2. Set a personal monthly target for completing the reading of one or more books.
3. Apply creative writing techniques to a wide range of English language genres.





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**PS1: Students' Achievements**

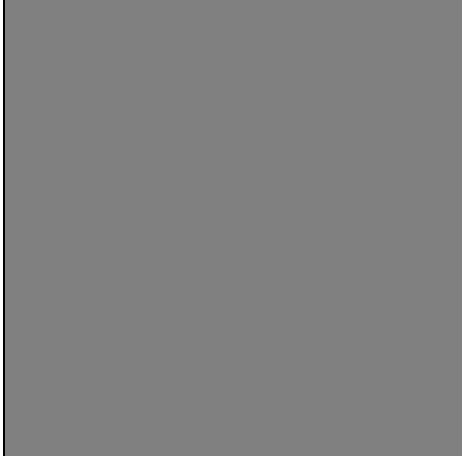
**Students' attainment and progress in Mathematics**

| Internal Evaluations   | Elements  | External Evaluations   |
|--|---|--|
| <p>Kindergarten 100% (almost all), Cycle 1: 89% (Most), Cycle 2: 61% (Large majority) and Cycle 3: 73% (Large majority) Students have attained levels above curriculum standards. In ASSET assessments, large majority students of cycle 1 and large minority students of cycle 2 attain levels above national and international standards. Attainment Acceptable in CBSE Board examinations, large minority students of grade 10 and 12 attain levels that are above national and international standards. Across all cycles large majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum and national standards. Can apply mathematics concepts, record observations, think critically, learn collaboratively, infer and communicate their inferences In internal examination Kindergarten, Cycle 1 and cycle 3 show better than expected progress. Cycle 2 shows less than expected progress. In ASSET Cycle 1 shows better than expected progress and Cycle 2 shows expected progress. In relation to their starting points, All the students (100%) in KG, and most (89%-cycle1, 61%-cycle 2 and cycle3), progressed as per curriculum standards and set expectations where, 4% (cycle2) 4% (cycle3) of students have moved to the next level In ASSET the performance of large majority of students have progressed in cycle 1 and large minority of students in cycle 2 with above international mean percentage. Majority of students have progressed in Problem solving: advanced or challenging problems Large majority Show progress in reasoning, conceptual knowledge and applying it to real life situations Majority students have raised attainment level in ASSET exams. Most of the SEN students have maintained their average percentage and are showing very good progress in lessons. Attainment data through</p> | <p>1.1<br/>Against curriculum standards</p> <p>1.2<br/>Against national and international standards</p> <p>1.3<br/>Knowledge, skills &amp; understanding</p> <p>1.4<br/>Trends in attainment over time</p> <p>1.2.1<br/>Progress against starting points and over time</p> <p>1.2.2<br/>Progress in lessons</p> <p>1.2.3<br/>Progress of different groups</p> | <p>Students' attainment is good across the phases where the majority of students attain above curriculum standards. This is an improvement in KG, Phase 1 and Phase 2 since the last inspection. Students' attainment in the CBSE examinations, which are taken by a small proportion of the students in the school, is acceptable. The school's internal data indicates very good attainment across the phases. However, in lessons and in students' recent work, attainment is good where the majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. KG students are able to recognize, count, arrange sequentially and sort numbers appropriately. In the primary phase, students are beginning to apply mathematical concepts accurately in making calculations. In the middle phase, students work collaboratively to solve problems using appropriate mathematical methods. Students can apply their mathematical reasoning to solve multi-stage problems. In the high phase, students understand and apply a wide range of mathematical concepts involving mensuration, algebraic theorems and probability theory to solve mathematics problems. The trend in attainment over the past three years indicates that the majority of students in the phases attain consistently above national standards. The school's tracking data indicates that most students in all the phases make above the expected progress from their starting points and over time. However, in lessons and in their recent work, the majority of students in the KG, primary and middle phases, and the large majority in the high phase, make better than the expected progress in relation to their starting points and curriculum standards. In the KG students make progress in developing basic numeracy skills to</p> |



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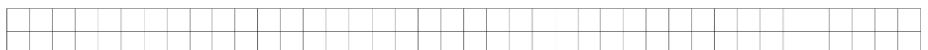
Kindergarten, cycle 1 and cycle 3 shows that girls perform slightly better than boys while in Cycle 2 boys show better progress than girls by a margin of 0.8%.



add, subtract, multiple and divide simple calculations. Students in the primary and middle phases are developing their mental maths skills to solve increasingly difficult mathematical problems. In the high phase, students are developing their numeracy skills effectively to solve real world problems. Different groups of students make the same good progress, with no variations of significance between boys, girls, students of determination, gifted and talented students, lower attainers or any national group.

**Mathematics - Next steps for students:**

1. Work collaboratively more in class to solve mathematical problems by sharing ideas and solutions.
2. Use numeracy skills to practice solving real-life mathematical problems.
3. Practice mental mathematics questions without using a calculator.



INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Sciences

| Internal Evaluations   | Elements  | External Evaluations  |
|--|---|---|
| <p>Kindergarten 100% (almost all), Cycle 1: 89% (Most), Cycle 2: 80% (Most) and Cycle 3: 83% (Most)</p> <p>Students have attained levels above curriculum standards. In ASSET assessments, most students of cycle 1 and majority students of cycle 2 attain levels that are above national and international standards. In CBSE Board examinations, almost all students of grade 10 and 12 attain levels that are above national and international standards. Across all cycles large majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum and national standards. Can investigate, record observations, think critically, learn collaboratively, infer and communicate their inferences In internal examination Kindergarten, Cycle 1 and Cycle 2 have shown better than expected progress while cycle 3 has shown expected progress. In ASSET assessments Cycle 1 and Cycle 2 have shown better than expected progress In relation to their starting points, almost all students(100%) in KG, and most(89%-cycle1, 80%-cycle2, 83%-cycle3), progressed as per curriculum standards and set expectations where 0.5%(KG), 2% (cycle 1), 5% (cycle2) 7% (cycle3) of students have moved to the next level In ASSET the performance of most students has been progressed in cycle 1(24.6%) and large majority of students in cycle 2(19%) with above international mean percentage. Most have shown significant progress in inquiry, investigation and presentation skills. While large majority of the students make significant gains in their knowledge, skills, critical thinking, designing skills and innovation as measured against the learning objectives in lessons. Most students have raised attainment level in ASSET exams. Most of SEN students have maintained their average percentage and are showing very good progress in lessons.</p> | <p>1.1<br/>Against curriculum standards</p> <p>1.2<br/>Against national and international standards</p> <p>1.3<br/>Knowledge, skills &amp; understanding</p> <p>1.1.4<br/>Trends in attainment over time</p> <p>1.2.1<br/>Progress against starting points and over time</p> <p>1.2.2<br/>Progress in lessons</p> <p>1.2.3<br/>Progress of different groups</p> | <p>Students' attainment is good in the KG, primary and middle phases where the majority of students attain above curriculum standards. Attainment is very good in the high phase where the large majority of students attain above curriculum standards. CBSE data shows very good attainment at Grade 10 and weak attainment at Grade 12. The ASSET results in 2020, indicated some underachievement in science. This has improved significantly in the 2021 tests to be well above average. The school's internal data indicates outstanding attainment in the KG and primary phase and very good attainment in the middle and high phase. However, in lessons and in students' recent work, attainment is good in the KG, primary and middle phases where the majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. In the high phase, lessons and students' work indicates a large majority are working above curriculum standards. The Kindergarten children are able to identify different types of vehicles and relate them to community helpers and can identify the various parts of a plant. Primary phase students understand the consequences of the overuse of natural resources. They experiment methodically to establish the absorption capacity of different soils using the appropriate scientific terms. In the middle phase, students engage with and apply more rigorous scientific methodology in solving scientific problems. Students in the high phase study and apply significantly more complex conceptual and experimental challenges across the three scientific disciplines. The school's internal data indicate outstanding attainment for the last three years although this is not born out in lessons or student work. School data indicates very good to outstanding progress for students</p> |



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Attainment data through Kindergarten, cycle 1 and 3 shows that boys and girls show nearly equal progress, cycle 2 shows that 5% girls perform better than boys.

from their starting point and over time. In lessons, students make good progress in the KG, primary and middle phases and very good progress in the high phase. In the KG, students are developing their range of science terms to use in their work. In the primary phase, students develop increasing levels of science investigation skills and in the middle phase use these to research and solve science problems. In the high phase, students' make very good progress in developing their practical and laboratory skills, and their ability to draw conclusions and communicate findings using a range of media are very well-developed. From evaluation of student work and student data, the different groups of students, including boys and girls, Arabs and non-Arabs, lower and higher attaining students and students of determination make the same progress from their starting points.

**Sciences - Next steps for students:**

1. Offer original ideas for improving the structure of an experiment.
2. Discuss your understanding of scientific processes with other students.
3. Work collaboratively in class to solve scientific problems by sharing ideas and solutions.







**INSPECTION SYSTEM**

**PS1: Students' Achievements**

**1.3 Students' Learning skills**

| Internal Evaluations  | Elements   | External Evaluations   |
|---|--|--|
| <p>Goal setting targets, use of KWL, learning objective checklist and learning triangles/ladder create a interest in learning. Strategies like selection success criteria, two star and a wish, self and peer assessment and follow-up of corrections encourages students for own learning. Variety of teaching strategies like inquiry based teaching, SCAMPER, 6 Hats, jigsaw promote student engagement. Students actively participate and communicate their learning through collaborative activities like assemblies, annual day celebration, projects. They have excellent interpersonal, intra- personal skills as they are involved in led flip classes, role plays, experimentation. Students not only listen to other views but they also analyse and respond thoughtfully. Cross curricular projects, virtual field trips, application and reasoning based activities help students make clear connections between their learning and real life application. Students can co-relate career options to the subject they study. Students get opportunity to hone entrepreneurial skills for example the students of grade 11 and 12 participate in 60 hours of NSEtrading for their FMM skill subject. Students use IT platforms like padlets, sway to research, innovate and learn independently. They are abreast with the use and application of technology like 3D printing, robotics. Students are enterprising , proactive. Council members take initiative and promote programs like celebrations of special days, organising various talk shows by experts. Creative writing journals encourage students to put their thoughts on paper and developing their writing skills. School regularly conducts career fests to expose the senior students to a range of career choices and help them plan their educational goals.</p> | <p>1.3.1<br/>Engagement and responsibility</p> <p>1.3.2<br/>Interactions, collaboration, communication</p> <p>1.3.3<br/>Application and connections</p> <p>1.3.4<br/>Innovation, enterprise, enquiry, research, critical thinking, use of I.T.</p> | <p>Most students' engage in their work with enthusiasm and dedication They enjoy school and take responsibility for their own learning. Students are aware of expected learning outcomes and monitor their own progress. They collaborate well in lessons and in online groups. Students' interaction with each other and with their teachers is purposeful. They communicate their learning clearly and listen to each other with empathy. Students develop their positive interactive skills from the early years. Students make clear connections between different learning aspects and across subjects. A significant minority of students do not link their learning to real life. When given opportunities, students demonstrate the ability to solve open-ended problems. Students have developed meaningful relationships with their peers and teachers. They identify and use a range of resources to gather information to assist with their learning. Students' use of IT is highly effective as a support for their learning. Most students have good enquiry and research skills. The development of their innovation and enterprise is limited by their reluctance to offer their own ideas into lessons.</p> |

**Next steps for students:**







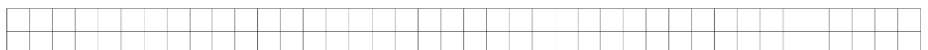
**INSPECTION SYSTEM**

**PS2: Students' personal and social development**

**2.1 Personal development**

| Internal Evaluations | Elements   | External Evaluations |
|----------------------|--|----------------------|
|                      | 2.1.1<br>Attitudes<br>2.1.2<br>Behaviour<br>2.1.3<br>Relationships<br>2.1.4<br>Adoption of safe and healthy<br>lifestyles<br>2.1.5<br>Attendance and punctuality |                      |

**Next steps for students:**





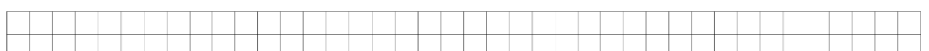
**INSPECTION SYSTEM**

**PS2: Students' personal and social development**

**2.2 Islamic values, Emirati & world cultures**

| Internal Evaluations | Elements   | External Evaluations |
|----------------------|--|----------------------|
|                      | <p>2.2.1<br/>Appreciation of the values of Islam</p> <p>2.2.2<br/>Respect for the heritage and culture of the UAE</p> <p>2.2.3<br/>Understanding of their own and other world cultures</p> |                      |

**Next steps for students:**





**INSPECTION SYSTEM**

**PS2: Students' personal and social development**

**2.3 Social responsibility & innovation**

| Internal Evaluations | Elements   | External Evaluations |
|----------------------|--|----------------------|
|                      | <p>2.3.1<br/>Community involvement, volunteering and social contribution</p> <p>2.3.2<br/>Work ethic, innovation, enterprise, entrepreneurship</p> <p>2.3.3<br/>Environmental awareness and action</p> |                      |

**Next steps for students:**

INSPECTION SYSTEM

PS3: Teaching and assessment

3.1 Teaching

| Internal Evaluations  | Elements   | External Evaluations  |
|---|--|---|
| <p>Most teachers are familiar with abilities and learning styles thus presenting subject matter in a meaningful context. Pupils' understanding checked through various AFL strategies, identify misconceptions and provide diagnostic feedback. In doing so, teachers respond and adapt their teaching as necessary. Most teachers plan informed engaging lessons matching challenge and context well to students' ability. Practical activities build collaborative, communication skills. Learning environment is conducive to challenge and encourage students. Most teachers make effective use of time and various resources including use of technology to meet needs of all learners including SEND. Lesson observation data shows that in a majority of classes teachers have good interaction with students through written and verbal feedback that focuses on student learning outcome. Most Teachers use a range of questioning and scaffolding strategies to promote critical thinking. Large majority of teachers cultivate enquiry based behavior through their thoughtful open ended questions. Almost all teachers use strategies to meet needs of different styles and levels of learners. Majority teachers provide support sessions to SEND students while needs of gifted students are met through enriched activities. Teachers' expectations are high from all levels of students and learning activities are carefully planned to challenge students to do their best. Majority of teachers purposefully develop higher-order thinking through open-ended questioning and facilitate independent learning. Most teachers encourage students to hypothesize, research, arrive at conclusion based on evidence and link concepts to real-life situations. Teachers provide constructive feedback and give sufficient time</p> | <p>3.1.1<br/>Subject knowledge and how students learn them</p> <p>3.1.2<br/>Lesson planning, the learning environment, time and resources</p> <p>3.1.3<br/>Interactions, questioning and dialogue</p> <p>3.1.4<br/>Strategies to meet the needs of all students</p> <p>3.1.5<br/>Developing critical thinking, problem-solving, innovation and independent learning skills</p> | <p>A majority of teachers have secure subject knowledge and they apply it effectively to meet the needs of a majority of students. Lesson plans are imaginative and creative. The majority of teachers recognize differing learning needs of students and ensure constant student engagement using a range of active learning experiences. Class and time management is mostly effective and allows adequate time for plenaries or revisiting of lesson objectives. Resources are well used and enhance learning, particularly the use of the on-line learning platforms which are expertly used by teachers. Teacher-student interactions are often meaningful, but students rarely offer unsolicited questions or comment on the lesson content apart from the high phase, where tasks are more open-ended and collaborative. A range of pedagogical strategies, such as the flipped classroom, are used in a majority of lessons to promote critical thinking and problem-solving skills among students, particularly in the high phase. Teachers in the KG encourage students to evaluate own work. In the primary and middle phases, a significant minority of teachers still use whole-class questioning rather than the more effective targeted questioning to individuals. Most students, particularly in the high phase, are given opportunities to develop as effective independent learners. Their innovation skills are less well developed across the phases as teachers do not provide students with sufficient time to design and collaborate on creative solutions to problems.</p> |

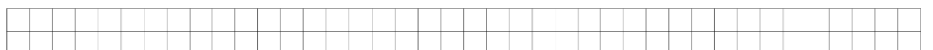


## INSPECTION SYSTEM

for reflection that strongly supports their further learning.

### Next steps for teachers:

1. Encourage more independent questioning and comments on lesson topics by students. 2. Develop students' learning skills across all grades and subjects by more open-ended problems that encourage students' independent learning, creativity and critical thinking. 3. Plan, deliver and support more effectively in lessons to cater for the full range of students' abilities.





**INSPECTION SYSTEM**

**PS3: Teaching and assessment**

**3.2 Assessment**

| Internal Evaluations   | Elements  | External Evaluations   |
|--|---|--|
| <p>Internal assessment linked well to the curriculum standards, mapped to the international benchmark standards. Question wise tracking identifies misconceptions and helps teachers make intervention plans. Provides valid, reliable , comprehensive feedback on students' academic, personal and social development. AFL strategies, diagnostic tests, modification used to understand learning styles and levels. School effectively benchmarks students' academic outcomes against appropriate external (TIMMS, PISA, PIRLS), national, international expectations. Data triangulation report help identify level of students and set targets for achieving expected outcomes Levels of performance. Assessment data analyses attainment and progress of group (gender, section, Grade, cohort wise) and individual students. This information is used to identify trends in learning and suggest intervention plans, actions. Intervention plans based on identified misconceptions using question paper analysis help monitor student's progress. Most teachers use formative and summative assessment data effectively to plan informed lessons, provide critical feedback and support their learning. Data from internal assessment and international benchmark test like ASSET used to map curriculum. Students set their individual targets and timely involvement of parent help to improve students' progress. Most teachers aware of individual needs of group and individual students. Personalized challenge and support is provided through informed planning. Teachers' constructive written and oral feedback following assessments , work sampling help students to know what, and how to improve. Students use success criteria to evaluate their own and peer assessment to check each other's work and to identify their next steps</p> | <p>3.2.1<br/>Internal assessment processes</p> <p>3.2.2<br/>External, national and international benchmarking</p> <p>3.2.3<br/>Analysis of assessment data to monitor students' progress</p> <p>3.2.4<br/>Use of assessment information to influence teaching and the curriculum</p> <p>3.2.5<br/>Teachers' knowledge of and support for students' learning</p> | <p>The internal assessment processes are coherent and linked to the taught curriculum. The school uses CBSE and MoE to benchmark its curriculum planning and delivery. Across all phases, periodic assessment of students' learning is used to monitor individual student progress and identify students who need intervention to support their learning. In the KG, assessment is used effectively to identify those students who are not making progress in basic numeracy and literacy skills and intervention strategies put in place for them. In the primary and middle phases, assessment outcomes are not always used consistently across subjects and grades, particularly in designing teaching strategies and curriculum changes to meet the full range of students' abilities. The use of this data is more effective in the higher grades, particularly in Grade 12, where students work with teachers to set individual targets. Most teachers across the phases use informal assessment during lessons through effective questioning and short tasks. In the high phase, students are encouraged to assess and reflect on their own and peers' learning and identify potential modifications to improve the work. Teachers in all phases have good knowledge of the strengths and weaknesses of students, as well as their individual learning styles, and most teachers use this information well to plan and deliver their lessons and provide support for those students not making the expected progress. Feedback on students' work is generally informative and includes guidance on making improvements. In the high phase there is a particular focus on guidance to better prepare them for the CBSE examinations.</p> |





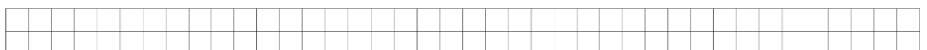
**INSPECTION SYSTEM**

in learning. AFL strategies support teachers in identifying levels of learners and support them accordingly.



**Next steps for assessing learning:**

1. Ensure assessment information is used consistently across the school to inform lesson planning in order to meet the needs of the full range of students' abilities.
2. Ensure all teachers use targeted, individualized questions in class rather than whole class questions.
3. Ensure feedback on student work is always positive and focuses on the next steps for improvement.





**INSPECTION SYSTEM**

**PS4: Curriculum**

**4.1 Curriculum**

| Internal Evaluations | Elements   | External Evaluations |
|----------------------|--|----------------------|
|                      | <p>4.1.1<br/>Rationale, balance and compliance</p> <p>4.1.2<br/>Continuity and progression</p> <p>4.1.3<br/>Curricular choices</p> <p>4.1.4<br/>Cross curricular links</p> <p>4.1.5<br/>Review and development</p> |                      |





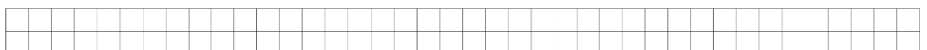
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**PS4: Curriculum**

**4.2 Curriculum adaptation**

| Internal Evaluations | Elements   | External Evaluations |
|----------------------|--|----------------------|
|                      | <p>4.2.1<br/>Modification of curricula to meet the needs of all groups of students</p> <p>4.2.2<br/>Enhancement, enterprise and innovation</p> <p>4.2.3<br/>Links with Emirati culture and UAE society</p> |                      |

**Next steps for curriculum leaders:**





**INSPECTION SYSTEM**

**PS5: Protection, care, guidance and support of students**

**5.1 Health & safety**

| Internal Evaluations  | Elements  | External Evaluations   |
|---|---|--|
| <p>Robust monitoring process in place for students during arrival/dispersal/break time duty ensuring safety of each student. Parents, students and staff are sensitized and are fully aware of the policies on safeguarding of students including child protection. Procedure for following policy on safeguarding and child protection is practiced. Staff and the students are trained effectively in protecting themselves from abuse including bullying, via internet and social media. Staff deals sensitively and effectively with students' needs and concerns. Accurate maintenance and follow up of health records of each student in place Awareness sessions on healthy eating, regular exercise mental wellbeing and happiness sessions conducted Safety and cleanliness checks are frequent and thorough. The entry and exit is well regulated and monitored by 24x7 security at school gate. School building and equipments maintained in compliance with OSHAD standards. Ample use of signage for safety in and around school building Monitoring system through CCTV cameras The school adheres to OSHAD standards for building and equipment management. Regular comprehensive audits/maintenance conducted Regular risk assessment is carried out for various entities. All incident reports are maintained in details The school believes in inclusive education and hence premises, equipment and resources are appropriately suited to meet educational, emotional, social and physical needs of all learners including those with special needs. Healthy living is systematically built into and promoted through awareness sessions and assemblies. Students know how to eat healthily, maintain active lifestyle and keep physically and mentally healthy. They have age-appropriate understanding of healthy choices.</p> | <p>5.1.1<br/>Care, welfare and safeguarding</p> <p>5.1.2<br/>Arrangements to ensure health, safety, security</p> <p>5.1.3<br/>Quality of maintenance and record keeping</p> <p>5.1.4<br/>Suitability of premises for all students</p> <p>5.1.5<br/>Provision for and promotion of safe and healthy lifestyles</p> | <p>The school has highly effective and comprehensive procedures for safeguarding and ensures that all members of the school community are fully aware of these. The school provides relevant guidance and training to ensure all staff respond immediately should any concerns arise. Staff members ensure that students know how to recognise and respond to instances of abuse or bullying in all its forms. The school has a fully secure physical environment and school staff closely and comprehensively monitor potential risks to students in the online environment. The school maintains thorough records of incidents, injuries and mandatory routine checks. The school ensures all students are safely transported and when entering or leaving the buses. Premises and facilities are of high quality, are very clean and litter-free, and meet the needs of all students. All necessary safety and maintenance checks are carried out. Staff fully encourage students to lead a healthy lifestyle ensuring only healthy food and water is brought to school. Class monitors encourage the consumption of healthy snacks. Students are given many opportunities to be involved in sporting activities.</p> |



INSPECTION SYSTEM

PS5: Protection, care, guidance and support of students

5.2 Care & support

| Internal Evaluations   | Elements   | External Evaluations  |
|--|--|---|
| <p>All teachers display exemplary relationship with students through mutual trust and respect. School's behavioral policy is comprehensive and well understood by the teachers, students and parents. Staff/students contribute positively in creating school environment in which commonalities are celebrated, difference is valued and bullying never tolerated. All students taken care without any discrimination and are aware that firm action will be taken when necessary. School's attendance policy effectively maintains high attendance and punctuality standards. Systems managing attendance, including follow up of unauthorized absentees and lateness, are exceptionally efficient. Parents notified promptly of any concerns about individual students. School actively promotes good attendance and recognizes students by rewarding and recognizing them. School has systematic and effective screening system for identification students with special educational needs/ gifted/talented. Referred students are observed and monitored by specialist staff Parents taken into confidence to investigate concerns further with clinical assessment. School provides highly effective support for students with special educational needs including gifted/talented. Support includes modifications and interventions to match needs of the students School has specialist staff to assist with identification, support and modify learning strategies to accommodate the range of students with special needs. Enriched/ challenging/varied styles tasks ensures that gifted/talented students meet their needs effectively. Wellbeing/personal development of all students are closely monitored. School's SENCO provides well informed advice and platform to discuss the concerns of students if any. Students feel supported and</p> | <p>5.2.1<br/>Staff and student relationships and behaviour management</p> <p>5.2.2<br/>Promotion and management of attendance and punctuality</p> <p>5.2.3<br/>Identification of students with special needs, gifted, talented</p> <p>5.2.4<br/>Support for students with SEN and the gifted and talented</p> <p>5.2.5<br/>Guidance and support for all students</p> | <p>In all phases, staff work effectively to promote very good student relationships and behavior. Both staff and students celebrate commonalities and differences are valued. The school is very successful in promoting outstanding levels of attendance at around 99 per cent for all groups and prompt punctuality to all lessons, whether face to face or on-line learning. This is a result of students being happy to come to school and parental support. Parents appreciate the safe learning environment and the care shown by all staff. Provision for the small number of students of determination is very good, with comprehensive measures to identify and support all students concerned. Detailed and regularly reviewed individual education plans (IEPs) are provided. Provision for identifying gifted and talented students is good although targeted support and challenge for the academically able, is less well developed in the primary and middle phases. There is very good support for new students who are closely monitored during their first weeks at school. Those who are due to move to colleges and universities in Grade 12 are provided with targeted advice on university and course choices. Staff are effective in raising the self-esteem of students of determination and in meeting their academic and personal development needs. The day-to-day support for lower-attaining students is less systematically developed where a few students occasionally do not contribute to lessons as much as they could.</p> |

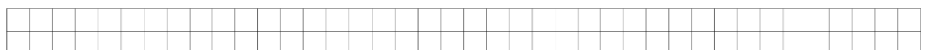


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have confidence in the school's arrangements for their academic-personal development. For older students, school provides effective advice and guidance about career choices

### Next steps for leaders:

1. Ensure all teachers remain up to date with the implementation of current COVID regulations. 2. Maintain the high standards of health and safety standards at the school. 3. Ensure greater consistency of effective support across the school for students of all abilities.





**INSPECTION SYSTEM**

**PS6: Leadership and management**

**6.1 Effectiveness of leadership**

| Internal Evaluations  | Elements  | External Evaluations  |
|---|---|---|
| <p>School leaders at all levels led by Principal, follow strategic direction set by School's vision and mission. School development and curriculum plans strictly adhere to UAE National and Emirate priorities. Leaders facilitate an inclusive ethos that reflects in staff and student diversity. Leaders believe in distribution of leadership and encourage leaders to direct and take forward initiatives of the National Agenda. Senior leaders communicate clear view of schools aims so that all staff members are clear and committed to their parts in achieving school vision. Leaders have thorough knowledge of curriculum and its standards. Lesson observation and monitoring data shows that students' learning and progress is guided by learning outcomes of curriculum. Leaders monitor and guide teaching learning and assessment process and establish culture of reflective practice. Relationships and communication with all stakeholders is consistently effective and professional. There is a high level of competence and commitment at all levels. Roles of senior leaders are clearly defined, understood and aligned to school priorities. Strict code of conduct and ethos followed at all times Leaders at all levels ensure availability of resources and training to inculcate culture of innovation across all sections. Leaders engage in celebrating, rewarding people and ideas which empower all to be decision makers and innovators. Senior leaders in collaboration with middle leaders, coordinators, teaching and non-teaching staff undertake school performance/planning processes that include development of School Plan, operational planning , classroom planning. Transparent and robust recruitment policy that is compliant with statutory, regulatory requirements of school ensures quality and standard of teaching, support staff.</p> | <p>6.1.1<br/>Vision and Direction</p> <p>6.1.2<br/>Educational Leadership</p> <p>6.1.3<br/>Relationships and Communication</p> <p>6.1.4<br/>Capacity to Innovate and Improve</p> <p>6.1.5<br/>Impact on and accountability for school performance</p> | <p>The principal's dedication to the achievement of the school's vision to develop its students as resilient global citizens is shared by the senior leaders and others who carry out leadership functions in the school. This enables the school to set a clear direction for the school in terms of the academic achievement of students and their personal and social development. The conscientious educational leadership of the school has enabled it to follow a resilient path through the recent disruptions caused by the pandemic so that disruptions to student learning have been minimized. This has been facilitated by the skillful and comprehensive use of available technology as well as the careful planning of students' learning. The collaborative approach to leadership ensures the school has good capacity to innovate and improve. The school remains a totally inclusive school catering for students of all abilities and aspirations and, consequently, the learning outcomes for students are positive throughout the school. All leaders and staff remain focused on improving student performance as the school returns to traditional education provision. The school's collaborative leadership ensures all levels of management are accountable for the school's educational performance and compliance with regulatory requirements.</p> |





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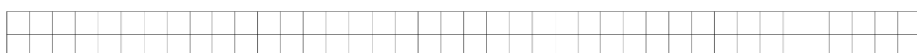
**PS6: Leadership and management**

**6.2 Self evaluation & improvement**

| Internal Evaluations   | Elements  | External Evaluations   |
|--|---|--|
| <p>Self-evaluation is carried out using a systematic, continuous and comprehensive process that focuses on student performance and progress. The process involves analyzing internal and external quantitative and qualitative data like teacher observations, learning walkthroughs and result analysis. Feedback from students, parents and teachers is effectively and systematically used in identifying key strengths and areas of improvements. Leaders at all levels know the school well and accurately identify key priorities for the future. Comprehensive and robust monitoring processes like teacher observations, learning walkthrough, school development reviews, curriculum reviews focus on students' outcomes and the quality of teaching in the school. Regular department meetings, senior management team meetings and whole staff meetings guide informed planning, amend procedures and maintain standards. School development plan is based on wide range of suitable evidence like internal and external assessment analysis, analysis of teachers' observation, colour coding, learning walk report, internal and external audit report and survey reports All the recommendations from the previous inspection report have been implemented. The school has shown sustained improvements over time in all key areas. The school development plan is rigorously followed and reviewed. The senior leadership monitors and manages change quickly, flexibly and successfully.</p> | <p>6.2.1<br/>Processes for self evaluation</p> <p>6.2.2<br/>Monitoring and evaluation of teaching and learning</p> <p>6.2.3<br/>Processes and impact of improvement planning</p> <p>6.2.4<br/>Improvement over time</p> | <p>The school's internal evaluation processes are thorough and systematic and involve contributions from students, teachers, senior leaders and parents, as well as the analysis of relevant student data. This in turn informs the school development plan which is then regularly reviewed and monitored by subject leaders. The school knows its strengths and weaknesses well enough to set priorities for improvement. Learning walks and formal classroom observations are regular and thorough but the school generally overestimates the quality of teaching and its impact on student learning. Departmental action plans are in place and are based on whole school priorities identified in the school development plan. Positive action has been taken to raise students' achievement in areas identified in the last inspection report. All of the recommendations from the previous report have been effectively tackled or measures are in place to address them. The school has tackled the issues with moving to on-line learning with careful planning and monitoring so that school educational provision remains consistently good, with very good features.</p> |

**Next steps for leaders:**

1. Provide opportunities and encouragement for staff and students to innovate and be creative in all they do.
2. Ensure all middle leaders share the same focus and direction on raising students' achievement and are equipped with the professional tools to facilitate this.





**INSPECTION SYSTEM**

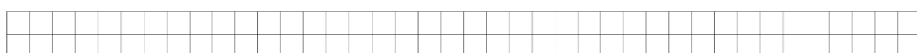
**PS6: Leadership and management**

**6.3 Partnerships with parents**

| Internal Evaluations  | Elements   | External Evaluations   |
|---|--|--|
| <p>Parents actively volunteer and lend support in a planned and purposeful manner. Cognitive and standardized test results are shared with the parents and their constructive feedback along with the teachers feedback help in setting targets for students' progress. Communication with parents is effective and constructive through mediums like mail, telephonic conversations, SMS, whatsapp messenger and communication log. The school website and facebook too are used effectively. Parent teacher association and the parent teacher conference provide feedback and guidance for the school's development. Parent teacher association and the parent teacher conference provide comprehensive report on the students' attainment and progress. Parent teacher conference report state individualized targets for improvement. The term end reports report the pupil's holistic progress over the academic term. Interschool forums help teachers' community by sharing best practices and support. Eminent speakers provide spiritual, emotional, educational and career guidance to our pupil. Members of the local community extend their support by providing us an opportunity to explore their farms and industrial setups. The students are active in various charity drives during the holy month of Ramadan.</p> | <p>6.3.1<br/>Parental involvement</p> <p>6.3.2<br/>Communication</p> <p>6.3.3<br/>Reporting to parents</p> <p>6.3.4<br/>Community partnerships</p> | <p>The school continues to be successful in engaging parents in their children's education. They participate actively in the school's provision and have numerous opportunities to influence the school's processes and planning. The group is very active in organizing school events through its Parent Teacher Association and its highly effective formal and informal communications. For example, by organizing eminent speakers for students and visits to local farms and industrial setups. As a consequence, they make a positive contribution to raising standards across the school. The school provides regular communication and detailed reporting on the attainment and progress of their children using a range of media. Parents are highly appreciative of the access to the principal and teachers should they have concerns about their children's academic or social development. Parents reported they were happy with the school, particularly the open access to teachers and leaders at any time. Teachers share best practices through school forums and local eminent speakers provide career guidance to students. Students regularly contribute to local charity drives, for example by distributing food packages to local workers during the holy month of Ramadan. As a consequence, students develop a sense of empathy and care as part of their ongoing personal and social development.</p> |

**Next steps with parents and partners:**

1. Develop a wider range of national and international links that promote student learning.





**INSPECTION SYSTEM**

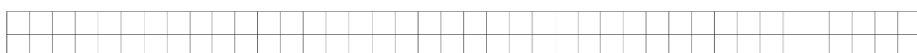
**PS6: Leadership and management**

**6.4 Governance**

| Internal Evaluations   | Elements   | External Evaluations   |
|--|--|--|
| <p>Feedback from stakeholders, including parents, staff and students, is a fundamental part of school's informed decision-making. The Governing Board uses a range of communication methods and, consequently, most parents feel well informed regarding the work of the Board. The board responds constructively to stakeholders' concerns and suggestions. Reports by members of Parent teacher association on student attainment and progress, health and safety, teaching, assessment and learning, curriculum, school activities, facilities, guidance, health and care are all shared with the governing body for quality school performance which in turn is shared with the stake holders for comprehensive information regarding the achievement and personal development of all students and future school priorities. As a result, governors have a key role in the overall performance of the school. The governing body is sensitive to the needs and requirement of resources and professional trainings to the staff. Updated technology and infrastructure are a priority. The governing body has been instrumental in providing support and resources for restructuring the kindergarten curriculum. Annual reports, Progress data and attainment data is presented to the governing body members which is reviewed every term.</p> | <p>6.4.1<br/>Involvement of stakeholders</p> <p>6.4.2<br/>Ensuring accountability</p> <p>6.4.3<br/>Influence on the school</p> | <p>Parents and members of the local community are represented on the school governing body and their views inform key decision-making at the school. Parents are kept very well informed about the work of the governing body and a range of effective communication channels ensure their views are considered. Key areas of health and safety, student achievement and the quality of teaching are regularly input into the work of the governing body, and this has a consequent impact on the quality of education at the school. The chairman and governors monitor all aspects of the school's performance very effectively. They hold senior leaders accountable for the school performance as well as acting as a critical friend to advise and support on critical strategic decisions. This latter has included revising and resourcing the Kindergarten curriculum to meet current teaching pedagogy and international standards.</p> |

**Next steps for governors:**

1. Review more regularly the school's initiatives to raise the quality of classroom teaching and its impact on the full range of students.





**INSPECTION SYSTEM**

**PS6: Leadership and management**

**6.5 Management**

| Internal Evaluations  | Elements  | External Evaluations   |
|---|---|--|
| <p>Curriculum plan, yearly and monthly planner and daily time table are efficient ensuring innovative use of space and time. Substitution records, staff and student duties and learning walk data ensures smooth and efficient functioning of the school. Day end senior management team meetings provide insight on the day to day issues and are resolved in purposeful manner. The information boards celebrate and displays students' work and achievements. Qualified and approved teaching staff cater to needs of all types of learners including special educational needs. Professional development trainings are regular features supporting teachers in addressing the students' needs. Teachers are well supported by senior and middle leaders, support staff and parent volunteers. Outdoor and indoor resources areas well-equipped class rooms are accessible for students including special education needs. School premises provides safe and stimulating atmosphere for all. There are suitable work areas for teachers and adequate social provision for students. Storage provision and facilities for display are plentiful and convenient. Accommodation is well maintained. Fixtures, fittings and furniture match educational needs, are of high quality. Ramps and lifts provide access to the needs of all users. School is extremely well equipped with all necessary and relevant, resources including textbooks, practical materials, equipment, technology. Resources are very well matched to the needs of students. Effective use of laboratories, activity rooms, libraries is made across the school to meet the needs of students in all subjects. The outside play area and the indoor resources like messy kitchen help students develop their cognitive skills. Class rooms are equipped with smart boards to stimulate and support learning.</p> | <p>6.5.1<br/>Management<br/>6.5.2<br/>Staffing<br/>6.5.3<br/>Facilities<br/>6.5.4<br/>Resources</p> | <p>School leaders effectively manage facilities and the day-to-day life of the school. Arrangements for both face-to-face and on-line teaching have been expertly and smoothly integrated into the life of the school. Communication channels within the school are highly effective. The procedures for monitoring attendance are very effective. The requirements to maintain a safe and healthy environment for students are firmly in place and regulations for COVID protection are comprehensively enforced by all. Teachers and resources are equitably and efficiently deployed across the school. Teachers benefit from regular professional development. This has not always been effective in ensuring all teachers know how to identify and support the full range of students. The premises and resources are of high quality, appropriate for the number and range of students at the school and are clean and well maintained. Play areas are well designed and classrooms are equipped with smart boards to enhance teacher delivery and promote student learning.</p> |



## INSPECTION SYSTEM

### Next steps for managers:

1. Monitor the effectiveness of all professional development programs particularly the impact they have on student learning.

### Next steps with ADEK:

The school has been asked to prepare and submit an action plan to ADEK within two months of receiving this inspection report. The action plan should address:

recommendations from the ADEK inspection team;

areas identified by school leaders as requiring improvement;

other external reports that evaluate the outcomes of the school;

priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

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

