

Irtiqa'a School Inspection

AY 2024/25








Model Private School

Rating: Good

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School Information

General Information	
 Name	Model Private School
 Esis Number	9122
 Location	3, Al Matamah St, Mohamed Bin Zayed City, Abu Dhabi, 20612
 Website	www.themodel.ae
 Telephone	025527200
 Inspection Dates	27 to 30 Jan 2025
 Curriculum	CBSE

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	120
Number of Emirati students	0
Number of students of determination	2
Largest nationality group of students	India - Sri Lanka - Bangladesh

Information On Teachers

Number of teachers	205
Nationalities	India - Sudan - Pakistan
Number of teaching assistants	11

Changes since the previous inspection

Since the last inspection in 2021, the school's overall judgment has improved from Acceptable to Good, reflecting the hard work and dedication of the new leadership team.

Students' achievement has improved in English medium subjects while it remains the same in Arabic medium subjects. In Arabic medium subjects, students' achievement in Arabic as a second language remains Acceptable across phases 2, 3, and 4, and in social studies remains Good across phases 2 and 3. Phase 4, which was not previously inspected for social studies, is also judged as Good. However, attainment in Islamic education has regressed from Good to Acceptable while progress remained Good across phases 2, 3, and 4. The regression in attainment in Islamic education is due to inconsistent quality of teaching over time. In Arabic as a second language, remedial classes are in place to support the students who have only just joined the school, however, progress in lessons is not as strong because a third of the teachers in this subject are new this term. They have yet to benefit from the school's recently developed contingency plan to address Arabic teachers' variable subject knowledge and foundational teaching techniques. In the English medium subjects, attainment in English has improved from Acceptable to Good in phases 1, 2, and 3, and from Good to Very Good in Phase 4, while progress remains Good in phases 1, 2, and 3 and improved to Very Good in Phase 4. This improvement is due to the consistent effective teaching strategies that are used by the English teachers, particularly in Phase 4. Attainment in mathematics shows similar improvement in phases 1, 2, and 3, from Acceptable to Good, while it remains Good in Phase 4. Progress remains Good across all phases. The improvement in attainments is the result of continued Good progress over time. Students' attainment and progress in science have improved in phases 1, 2, and 3 from Acceptable to Good. However, in Phase 4, attainment remains Good while progress has regressed to

Acceptable. This is because students in Phase 4 are not getting enough opportunities to design their own experiments, critically analyze the results, and evaluate how to improve the experimental design. This impacts achievement in developing the high levels of investigative skills required to reach higher levels of overall performance in biology, chemistry, and physics. Learning skills have remained Good across all phases.

Performance standard 2 (PS2) related to students' personal and social development and their innovation skills, was not evaluated in the previous inspection. Personal development is judged as Very Good in all phases. Students are self-disciplined and relationships are positive and courteous. Understanding of Islamic values and awareness of Emirati and world culture is judged to be Acceptable across all phases. Students demonstrate adequate understanding of Islamic values, and develop appropriate knowledge and understanding of Emirati culture through various activities and events. Social responsibility and innovation skills are judged to be Good, which aligns with the school's current and future focus, which aims to increase opportunities for volunteering through enhanced community involvement, extend environmental awareness activities beyond the school, and more actively participate in sustainability projects and innovation-driven activities.

Teaching for effective learning has improved in phases 1,2, and 3, and is now consistently Good in phases 1, 2, and 3, while it remains Good in Phase 4. Teachers plan purposeful lessons, so there is now greater student engagement in active learning across all phases, except in Arabic as a second language. Across phases 1, 2, and 3, assessment judgments have improved and are now Good, while judgment remains Good in Phase 4. This is because the assessment system is now organized efficiently, and the school makes full use of the data to monitor the progress of students, identify gaps in students' knowledge, and set their improvement targets.

Performance Standard 4 (PS4), which covers curriculum design and adaptation, was not included in the previous inspection process. Curriculum design is judged Good. The curriculum is aligned with the overarching Indian National curriculum framework that guides both CBSE and Kerala State curricula and UAE national priorities. Curriculum adaptation is judged Acceptable. Curriculum modifications meet the needs of most groups of students, however, there is still an insufficient challenge for the higher achievers and support for students with additional learning needs, including students of determination, within lessons.

Systems to ensure the health and safety of students continue to be a strength of the school and continue to be judged Good, as at the previous inspection. The school's rigorous procedures ensure students are safe and secure in the school. The care and support of students remains Good as in the previous inspection, with improved guidance for senior students. The school has an appropriate system for the identification of students with additional learning needs, but it needs to be strengthened and applied more rigorously. Pull-out sessions are effective in supporting students with additional learning needs, including students of determination.

The effectiveness of leadership and partnerships with parents remain Good as in the previous inspection. Self-evaluation improvement and governance have improved from Acceptable to Good. The management and staffing indicator remains Acceptable. There is a need to review the balance between periods and breaks in the afternoon shift, reduce teacher turnover, and implement a refurbishment and renovation program to improve the learning environment, especially in specialist facilities. The new senior leadership team demonstrates the strong capacity to improve the school further.

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

The school analyzes the results of international benchmarking assessments in detail, comparing its international results with those of other schools in Abu Dhabi, UAE, and the Middle East. Specific targets are included in the School Development Plan to ensure high achievement and better performance in

International assessments. To achieve these targets, the school provides students with regular practice in IPISA style questions each day, ensuring that they are learning how to think more critically, as well as examination techniques to raise students' achievement levels. The school realizes the importance of continuing work to raise parents' awareness of the importance of these examinations, as some students do not take them seriously.

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 to 10 in English, mathematics, and science. Results for AY 2023/24 indicate that attainment in English was Weak in all phases, mathematics was Weak in Phase 2, but good in Phase 3 and Very good in Phase 4. Science results were Very good in phases 2 and 3 and Good in Phase 4.

International Assessments: TIMSS, PISA, PIRLS

15-year-old students participated in the PISA 2022 international assessments.

- In scientific literacy, the school did not meet their target of 466.7, and actual results of 443.6 are below the international average.
- In mathematical literacy, the school did not meet their target of 479.2, and actual results of 423.9 are below the international average.
- In reading literacy, the school did not meet their target of 455, and actual results of 426.3 are below the international average.

Grade 8 students participated in TIMSS 2023.

- In Grade 8 mathematics, the school's actual results of 515.42 exceeded their target of 484.59 and the international average.
- In Grade 8 science, the school's actual results of 546.08 exceeded their target of 511.02 and the international average.

Reading

The school has two libraries: one dedicated to phases 2 and 3 and one for phases 3 and 4. Phase 1 classrooms include dedicated phonics learning stations and a library in their activity room with a small selection of picture books.

All libraries support the English and Arabic curricula, offering a range of age-appropriate fiction and non-fiction books. The libraries house 6298 English books, 908 Arabic books, and 1107 books in different languages including Hindi. The school has recently purchased a range of MeKids reading materials for all students to use in reading lessons, with the focus being on improving comprehension skills. The library has a large range of reference materials, including encyclopedias, atlases, magazines, and teachers can access over 3500 research materials, including teaching guides.

Students in Grades 1 to 12 have access to an English digital library via the school's online learning portal. This program supports reading development and enhances curriculum delivery. The students in Grades 1 to 5 visit the library once per week and Grades 6 to 12 biweekly, and the school promotes correct library etiquette. The library session is planned to allow students to learn library skills, including locating different genres, evaluating reading materials, and accessing books digitally.

Students attend book fairs in Abu Dhabi and Sharjah and suggest books to be bought by the school. The schools host regular visits from authors from India, the UK, and Japan. The Upper school library is well-equipped with seating and tables, but it is not distinctly tailored to promote a warm and inviting atmosphere. There are 6 computers available for students to use for research and to read digital books. This was less evident in the lower school library.

The school fosters students' passion for reading through participation in events such as Battle of Books in both Arabic and English in Grades 5 to 7, whole school reading challenges, and weekly storytelling sessions in Grades 1 - 4. The school also runs a summer reading challenge to encourage students to read during their school holidays and has a Reading Club with over 100 members, whose roles include library duties, reviewing books, and dramatizing folk tales.

KG students learn phonics through the Jolly Phonics scheme and Grade 1 students use the WeKids reading program. There is also an online reading portal that students can access both at home and in school, to support their reading development. Although KG teachers and teaching assistants learn about the importance of reading during continuous professional development, their pedagogical knowledge of how young students learn to read could be developed further.

The student's reading progress is tracked and assessed in Arabic. Students compete in the Battle of the Books interschool reading competition and participate in an Arabic Reading Week. Students who learn Arabic visit the library once a week during lesson time and complete book reviews.

The English department reviews the literacy development plan each term, and reading provision is included in the School Development Plan. The school is beginning to engage parents in supporting their children's passion for reading by sharing photographs of reading-based activities in the school newsletter, particularly in Phase 1.

Strengths of the school

- Students' achievement in English, mathematics, and science has improved and is now consistently Good.
- Students demonstrate high levels of personal development, showing positive attitudes to learning and self-discipline in most lessons and beyond the classroom.
- The teachers' positive interactions with students and ability to create warm, friendly relationships

allows them to create an environment conducive to learning, especially in Phase 1.

- Effective systems for protecting and caring for students and well-organized supervision in the school ensure that all students feel safe and secure.
- The senior leadership team (SLT) demonstrates a strong knowledge of the school curriculum and best practices in teaching, learning and assessment.

Key Recommendations

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

- raising teachers' expectations of what students are capable of, so that the higher attainers are challenged to reach their potential, especially in Islamic education and Arabic as a second language.
- providing more extensive opportunities for students in all subjects and phases to collaborate effectively and present their work.
- improving students' Arabic language skills, especially their use of standard Arabic and accurate grammar in both speaking and writing.
- encouraging students to read a wider range of texts in Arabic, including more challenging materials to build vocabulary and confidence in text analysis and idea synthesis.
- improving students' phonics skills in English in Phase 1 and creative writing in phases 2 and 3.
- providing regular opportunities for students to solve real-life complex problems in mathematics, particularly in phases 3 and 4.
- extending students' independent inquiry skills in Phase 1.
- increasing opportunities for students to initiate and lead their own experiments independently in science in phases 3 and 4.
- improving students' innovation, independent learning, critical thinking, and problem-solving across the school and subjects, particularly in Arabic as a second language and Islamic education.
- enabling students to make clear connections between areas of learning and successfully transfer their knowledge across subjects.

2. Improve 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 clarify teaching objectives, learning outcomes, and success criteria, ensuring that these are at the right level to extend learning for all identified groups, especially the higher attainers, gifted and talented (G&T) and those with additional learning needs including students of determination (SoD)) within lessons.
- 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 Islamic education and Arabic as a second language.
- enhancing the teaching of Arabic as a second language by skillful use of more extensive standard Arabic resources that expose students to the spoken and written language forms of native speakers.
- using time effectively in lessons, particularly in Arabic as a second language, and Islamic education lessons.
- ensuring resources are used effectively across subjects and phases to link learning to real life and differentiate activities.

3. Improve the impact of school leadership on teaching and students' achievement by:

- strengthening the process of identifying students with additional learning needs, including students of determination, and ensuring the school is fully inclusive in meeting their needs.
- improving middle leaders' knowledge and accurate application of the UAE National Schools Inspection Framework in making judgments about the quality of teaching in the subject areas for which they are responsible.

- strengthening the skills of middle leaders to analyze data and use it to inform curriculum adaptation and support teachers to better plan lessons that meet the needs of identified groups, especially the higher attainers.
- using the outcomes of annual school self-evaluation, as well as the recommendations of periodic external audits, to better align departmental, school-wide development and strategic planning processes, with staff goals in a more effective and well-integrated performance management system.
- enhancing the rigor and consistency of the system and form for the monitoring of teaching with greater emphasis on the students' experience and learning outcomes.
- building the capacity of middle leaders to monitor teaching and provide feedback and effective coaching to ensure students are making accelerated progress across all subjects and phases.
- enhancing the accountability of school leadership by implementing the board's plans for a performance management system, with specific KPIs linked to a systematic annual review and planning cycle.
- 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 ensuring alignment with the board's future focus on sustainability.
- implementing a refurbishment and renovation program to improve the learning environment and resources, especially in specialist facilities.

4. Improve students' performance in the international assessment PISA, TIMSS and PIRLS by:

- ensuring the curriculum is aligned with the international assessment focus on applying knowledge in real-world contexts.
- encouraging critical thinking, problem-solving, and inquiry-based learning across all subjects.
- introducing a variety of reading material from different genres and formats to build students' ability to interpret and evaluate complex information.
- planning classroom activities and assessments that emphasize analysis, evaluation, and creation rather than memorization.
- providing ongoing professional development for teachers to familiarize them with PISA, TIMSS, and PIRLS frameworks and question styles. Train them to integrate these into daily teaching practices.
- engaging parents in supporting their children's learning by providing resources and workshops on how they can assist with reading, mathematics, and science at home.

Overall School Performance: Good

PS1: Students' achievements					
Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Not Applicable	Acceptable ↓	Acceptable ↓	Acceptable ↓
	Progress	Not Applicable	Good	Good	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	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable
UAE Social Studies	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good
English	Attainment	Good ↑	Good ↑	Good ↑	Very Good ↑
	Progress	Good	Good	Good	Very Good ↑
Mathematics	Attainment	Good ↑	Good ↑	Good ↑	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Good ↑	Good ↑	Good ↑	Good
	Progress	Good ↑	Good ↑	Good ↑	Acceptable ↓
Learning Skills		Good	Good	Good	Good

PS2: Students' personal and social development, and their innovation skills				
	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
Social responsibility and innovation skills	Good	Good	Good	Good

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

PS4: Curriculum				
	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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	Good
Governance	Good ↑
Management, staffing, facilities and resources	Acceptable

Inspection findings

PS1: Students' achievements

Islamic Education

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



Holy Qur'an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Not Applicable	Acceptable ↓	Acceptable ↓	Acceptable ↓
	Progress	Not Applicable	Good	Good	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 all phases attain levels that are above the curriculum standards. This high level of attainment does not align with the knowledge and skills of students observed in lessons.
- The school has no external national or international assessments for grades 1 to 11. However, the results of the MoE ministry exam for Grade 12 at the end of the AY2023/24 indicate that most students attain levels that are above the standards.
- In lessons and their recent work, most students across phases 2, 3, and 4 attain levels of knowledge and understanding in line with the curriculum standards.
- Over the past three years, the school's internal and external assessment data indicates consistently Outstanding attainment across phases 2, 3 and 4. In CBSE and Kerala Board curricula, attainment has been consistently Outstanding over the past three years in Phase 4.
- The school's analysis of internal assessment data indicates that most students, in phases 2, 3, and 4, make better than expected progress over time and from their starting point at the beginning of the academic year in relation to curriculum standards. However, this progress is not reflected in lessons.
- In lessons across phases 2, 3, and 4, the majority of students make better than expected progress against learning objectives that are aligned to curriculum standards.

- The school analyzes assessment data to track the progress of various student groups, including students of determination, and high and low attainers. The school's analysis of internal assessment data for the different groups of students indicates that boys and girls make similar Outstanding progress across phases 2, 3, and 4. High-attaining students also make Outstanding progress across all phases, while low-attaining students show Outstanding progress in Phase 4, Very Good in Phase 2 and weak in Phase 3. Students with additional learning needs, including students of determination, make Outstanding progress in phases 2 and 4 and Very Good progress in phase 3. The internal data does not identify any gifted and talented students.

Next Steps:

1. Improve students' understanding of Seerah in Phase 4.
2. Accelerate the progress of low attainers in Phase 3 to become at least Good.

Arabic as a second language

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a second language	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable

Findings:

- The school's analysis of internal assessment data at the end of the AY 2023/24 against the Ministry of Education (MoE) standards indicates that most students in phases 2 and 4 attain levels above curriculum standards, while the large majority of students in Phase 3 attain above the curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for grades 1 to 11. However, the results of the MoE examination of Arabic as a second language for Grade 12 at the end of the AY 2023/24 indicate that most students attain levels above the curriculum standards.
- In lessons and their recent work, most students in phases 2, 3, and 4 demonstrate overall language skills that are in line with the curriculum standards.
- Over the past three years, the school's internal assessment data indicates consistently Outstanding attainment across phases 2 and 4, and consistently Very Good attainment in Phase 3. Phase 4 data in Kerala Board exams and CBSE indicates consistently Outstanding attainment over the past three years. The results of the Grade 12 MoE examination over the past three years indicate consistently Outstanding attainment.
- The school's analysis of internal assessment data indicates that most students, in phases 2, 3, and 4, make better than expected progress over time in relation to their starting point at the beginning of the academic year and curriculum standards.
- In lessons and students' work, most students in phases 2, 3, and 4 make the expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, and high and low attainers. The school's analysis of internal assessment data indicates that boys, girls, and high attainers make Outstanding progress across all phases. Students with additional learning needs, including students of determination, make Outstanding progress in phases 2 and 4, and Very Good progress in phase 3. There is no progress data for low attainers nor gifted or talented students.

Next Steps:

1. Improve students' reading fluency and ability to decode unfamiliar words in Phase 2.
2. Enhance students' speaking and comprehension skills particularly in phases 3 and 4.
3. Improve students' writing skills across all phases to minimize grammar and vocabulary errors and enhance the quality of their extended writing.

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



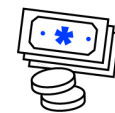
Government



Values and ethics



The individual and society



The national economy

Subject		KG	Cycle 1	Cycle 2	Cycle 3
UAE Social Studies	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good

Findings:

- The school's analysis of internal assessment data for the AY 2023/24 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 social studies assessments.
- In lessons and their recent work, the majority of students in phases 2, 3, and 4 attain levels that are above curriculum standards.
- Over the past three years, internal data shows that attainment has been consistently Outstanding in phases 2 and 3. In phase 4, attainment levels have improved from Very Good in the AY 2021/22 and AY 2022/23 to Outstanding in the AY 2023/24.
- The school's analysis of internal assessment data for the AY 2023/24 indicates that the majority of students make better than expected progress over time and from their starting points in phases 2 and 4, while less than three-quarters of students make expected progress in Phase 3 in relation to their starting points and curriculum standards.
- In lessons and recent work, the majority of students in phases 2, 3 and 4 make better than expected progress against the learning objectives aligned with the curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, high and low attainers. The school's analysis of internal assessment data indicates that boys make Good progress in Phases 2 and 4 and Acceptable progress in Phase 3. Girls make Very Good progress in Phase 2, Weak progress in Phase 3, and Outstanding progress in Phase 4. Low attainers make Good progress in Phases 2 and 4 and Outstanding progress in Phase 3. High attainers make Good progress in Phase 2, Weak progress in Phase 3 and Very Good progress in Phase 4. Students of determination make outstanding progress in phases 2, 3 and 4. Gifted and talented students are not identified in this subject; hence, no data is available for them.

Next Steps:

1. Accelerate students' progress over time in Phase 3 to become at least good, especially the progress of girls and high attainers.

English

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data for the AY 2023/24 measured against the Indian Kerala State Board standards indicates that most students in phases 1, 3 and 4 and a large majority in Phase 2 attain levels above curriculum standards. The school's analysis of internal assessment data for the AY 2023/24 against the CBSE curriculum standards indicates that most students in Phase 4 attain levels above the curriculum standards.
- Students in Phase 1 do not participate in any national or international assessments in English. The school has administered the International Benchmarking Test (ACER-IBT) to benchmark the attainment of students in grades 3 to 10. ACER-IBT results for the AY 2023/24 indicate that less than three-quarters of students in phases 2, 3 and 4 attain levels that are in line with international standards. This reflects weak attainment in ACER-IBT across the school. The Kerala Board Exams and CBSE outcomes for AY 2023/24 were Outstanding. In PISA 2022, in reading literacy, the school did not meet its target of 455, and the actual results of 426.3 are below the international average.
- In lessons and their recent work, a majority of students in phases 1, 2 and 3 and a large majority of students in Phase 4 demonstrate overall levels of knowledge, listening comprehension, speaking, reading comprehension, and writing skills that are above the curriculum standards.
- Over the past three years, the school's internal attainment data indicates that most students in Phase 1 and Phase 4 consistently attain levels above Kerala State Board curriculum standards. In Phase 2, attainment has declined from Outstanding in the AY 2021/22 to Very Good in the AY 2022/23 and AY 2023/24. In Phase 3, attainment has improved from Very Good in the AY 2021/22 and AY 2022/23 to Outstanding in the AY 2023/24. In Phase 4, the Kerala Board exams and CBSE results over the past three years indicate consistently Outstanding attainment. The results of ACER-IBT over the past three years indicate consistently Weak attainment in phases 2, 3, and 4.
- The school's analysis of internal assessment data for AY 2023/24 shows that a large majority of students in Phases 1, 2, and 3, as well as most students in Phase 4, make better than the expected progress based on their starting points and the standards of the Kerala State Board and CBSE curricula. The school's analysis of standardized assessment data for AY 2023/24 shows that in ACER IBT, less than three-quarters of students make expected progress across phases 2, 3 and 4.

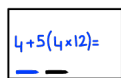
- In lessons and their recent work, the majority of students in phases 1, 2, and 3 and the large majority of students in Phase 4 make better than expected progress against learning objectives aligned with Kerala State Board curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, and high and low attainers. The school's analysis of internal data indicates that boys in Phases 1 and 2 make Very Good progress, while in Phase 3, they make Outstanding progress, and in Phase 4, they make Outstanding progress in both CBSE and Kerala State Board curricula. Girls in phases 1, 2, and 3 make Very Good progress while they make Outstanding progress in Phase 4 in both CBSE and Kerala Board classes. The progress of high attainers in phases 1, 2, and 3 is Very Good, and Outstanding in Phase 4 in both CBSE and Kerala Board classes. The progress of low attainers is Outstanding in phases 1, 2, and 4, and Good in Phase 2. Students with additional learning needs, including students of determination, make Acceptable progress in Phase 2, Very Good progress in Phase 3, and Outstanding progress in Phase 4, Kerala State Board classes. Gifted and talented students make Outstanding progress in Phases 2 and 4. There is no data for gifted and talented students in phases 1 and 3. There is no progress data for low attainers, students of determination, and gifted and talented students in CBSE classes.

Next Steps:

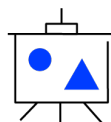
1. Promote reading beyond textbooks across the school while strengthening phonics skills in Phase 1 for consistency.
2. Develop creative writing skills using varied styles especially in phases 2 and 3.
3. Accelerate the progress of students with additional learning needs including students of determination in Phase 2.

Mathematics

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



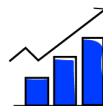
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

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

Findings:

- The school's analysis of internal assessment data for the AY 2023/24 against the Indian Kerala State Board curriculum standards indicates that most students in phases 1 and 4 attain levels above curriculum standards. The large majority of students in Phase 2 and the majority in Phase 3 attain levels above curriculum standards. The school's analysis of internal assessment data for the AY 2023/24 against the CBSE curriculum standards indicates that most students in Phase 4 attain levels in line with the curriculum standards.
- Students in Phase 1 do not participate in any national or international assessments in mathematics. The International Benchmark Test (IBT) results for the AY 2023/24 indicated Weak attainment in Phase 2, Good in Phase 3, and Very Good attainment in Phase 4. Students in grades 10 and 12 attained Outstanding levels in the Kerala Board examinations for the AY 2023/24. Students in Grade 10 attained Acceptable levels in the CBSE for the AY 2023/24. In PISA 2022, in mathematical literacy, the school did not meet its target of 479.2, and the actual results of 423.9 are below the international average. In 2023 TIMSS, in Grade 8 mathematics, the school's actual results of 515.42 exceeded their target and the international average. The school's Phase 4 analysis of internal assessment data for the AY 2023/24 against the CBSE curriculum standards indicates that most students attain levels in line with the curriculum standards.
- In lessons and their recent work, the majority of students in all phases demonstrate mathematical knowledge, skills, and understanding that are above curriculum standards.
- Over the past three years, internal assessment data shows that attainment levels in Phase 1 have been consistently Outstanding. In Phase 2, attainment levels declined from Outstanding in AY 2021/22 to Very Good in AY 2022/23 and AY 2023/24. In Phase 3, attainment was consistently Acceptable for AY 2021/22 and AY 2022/23 but has improved to Good levels in AY 2023/24. In Phase 4, attainment levels have improved from Good in AY 2021/22 to Very Good in AY 2022/23 and Outstanding levels in AY 2023/24. In the CBSE curriculum, trends over time in Phase 4 have been consistently Acceptable for the past three years. Attainment in ACER IBT standardized assessments over the past three years has consistently been Weak in Phase 2. In Phase 3, attainment was Weak for AY 2021/22 and AY 2022/23 but has improved to Good levels in AY 2023/24. In Phase 4, attainment was Weak in AY 2021/22 and AY 2022/23 but has improved to Very Good in AY 2023/24. Attainment of Grades 10 and 12 in Kerala Board examination and Grade 10 in CBSE has improved over the past three years, from

Very Good in the AY 2021/22 to Outstanding in the AY 2022/23 and AY 2023/24.

- The school's analysis of internal assessment data for the AY 2023/24 indicates that the large majority of students in phases 1 and 4 make better-expected progress over time in relation to their starting points and the Kerala State Board curriculum standards. Meanwhile, most students in phases 2 and 3 make the expected progress in relation to their starting points and the Kerala State Board curriculum standards. The school's analysis of standardized assessment data for AY 2023/24 shows that in ACER IBT, less than three-quarters of students make expected progress across phases 2, 3 and 4.
- In lessons and recent work, the majority of students in all phases make better than expected progress against learning objectives aligned with curriculum standards.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, and high and low attainers. The school's analysis of internal assessment data indicates that boys make Very Good progress in Phase 1 and Acceptable progress in phases 2 and 3. In Phase 4, boys make Good progress in Kerala Board classes, while they make Acceptable progress in CBSE classes. Girls make Outstanding progress in Phase 1 and Acceptable progress in phases 2 and 3. In Phase 4, girls make Very Good progress in the Kerala State Board classes and Acceptable progress in CBSE classes. Low attainers make Outstanding progress in Phase 1, Good progress in phases 2 and 3, and Very Good progress in Phase 4 Kerala State Board curriculum classes, while they make Acceptable progress in the CBSE classes. High attainers make Outstanding progress in Phase 1, Weak progress in phases 2 and 3, and Very Good progress in Phase 4 Kerala State Board classes, while they make Weak progress in CBSE classes. Students with additional learning needs, including students of determination, as well as gifted and talented, make Outstanding progress in phases 2 and 4, while students of determination make Good progress in Phase 3. In lessons, almost all groups of students make similar progress, except for a few lessons where high attainers needed more challenge and low attainers needed more support to make the progress they are capable of.

Next Steps:

1. Improve students' attainment in IBT in Phase 2 to become at least good.
2. Expand students' capacity to solve real-life complex problems and follow the correct steps consistently across the phases 3 and 4.
3. Improve overall progress in Phases 2 and 3 while accelerating progress for all student groups in CBSE Phase 4.

Science

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



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Good ↑	Good ↑	Good ↑	Good
	Progress	Good ↑	Good ↑	Good ↑	Acceptable ↓

Findings:

- The school's analysis of internal assessment data for AY 2023/24, measured against the Indian Kerala State Board standards, indicates that most students in KG, a large majority in Phases 2 and 3, attain levels above curriculum standards. In Phase 4, CBSE, the analysis of assessment data indicates that the large majority of students attain above curriculum standards, while the Phase 4 Kerala Board assessment data indicate that most students attain in line with curriculum standards in physics, the majority attain above curriculum standards in chemistry and the large majority attain above curriculum standards in biology.
- Students in Phase 1 do not participate in any national or international assessments in science. The external assessment results for the International Benchmarking Test (ACER IBT) for grades 3 to 10 for AY 2023/24 indicate Very Good attainment in phases 2 and 3, and Good attainment in Phase 4. In the Programme for International Student Assessment (PISA) 2022, the school did not meet their target and the actual result of 443.6 is below the international average. In TIMSS 2023, in Grade 8 science, the school's actual result of 546.08 exceeded its target and the international average. The results for the Indian Kerala State Board examination for AY 2023/24 in Phase 4 indicate that most students attain levels above curriculum standards in physics, biology, and chemistry. The results for the CBSE Science external assessment for AY 2023/24 indicate Very good attainment in Phase 4.
- In lessons and their recent work, the majority of students in phases 1, 2, and 4 attain above curriculum standards.
- Over the past three years, internal assessment data shows that most students in Phase 1 consistently attain levels above Kerala State Board curriculum standards. Student attainment in Phase 2 has dropped from Outstanding in AY 2021/22 and AY 2022/23 to Very Good in AY 2023/24. Student attainment in the Kerala Board curriculum for Phase 3 dropped from Very Good in AY 2021/22 to Good in AY 2022/23 but improved again to Very Good in AY 2023/24. Physics and biology attainment in Phase 3, remained consistently Good over the three years, while chemistry showed a decline from Very Good in AY 2021/22 to Good in AY 2022/23 and 2023/24. In Phase 4, student attainment in CBSE science showed significant improvement, rising from Acceptable in AY 2021/22 and AY 2022/23 to Very Good in AY 2023/24. In Phase 4, the attainment of the students studying the Kerala State Board

physics curriculum has dropped from Good in AY 2021/22 to Acceptable in AY 2022/23 and AY 2023/24. Attainment in chemistry has fluctuated from Good in AY 2021/22 to Acceptable in AY 2022/23 to Good again in AY 2023/24. Attainment in Biology has been fluctuating from Very Good in AY 2021/22 to Good in AY 2022/23 to Very Good again in AY 2023/24. Over the past three years, external assessment data in Phase 4 show that the attainment of students studying the CBSE curriculum has fluctuated from Very Good in AY 2021/22 to Outstanding in AY 2022/23, then back to Very Good in AY 2023/24. Trends of external assessment data of Phase 4 students studying the Kerala Board curriculum show consistently Outstanding attainment over the past three years in physics, chemistry and biology. Over the past three years, the International Benchmarking Test (ACER IBT) data shows that attainment has improved from Weak attainment in AY 2021/22 across all phases to Very Good attainment in phases 2 and 3 and Good in Phase 4 in the AY 2022/23 and AY 2023/24.

- The school's analysis of internal assessment data for AY 2023/24 indicates that most students in Phase 1 make better than expected progress, while most students in phases 2, 3, and 4 make expected progress in relation to their starting points and Kerala State curriculum standards. The majority of students in Phase 4 studying the CBSE curriculum make better than expected progress over time in relation to their starting points and CBSE curriculum standards. The school's analysis of standardized assessment data for AY 2023/24 shows that in ACER IBT, less than three-quarters of students make expected progress across phases 2, 3, and 4.
- In lessons and their recent work, a majority of students in Phases 1, 2, and 3 make better than expected progress against the learning objectives aligned with the curriculum standards. Most students in Phase 4 make expected progress.
- The school analyzes assessment data to track the progress of various student groups, including students of determination, and high and low attainers. The school's analysis of internal data indicates that boys make Very Good progress in Phase 1 and Acceptable progress in phases 2 and 3 against the Kerala State Board curriculum standards. In Phase 4, boys make Good progress in CBSE classes, while in Kerala Board classes, they make Acceptable progress in physics, chemistry, and biology. Girls make Outstanding progress in Phase 1 and Acceptable progress in phases 2 and 3. In Phase 4, girls make Good progress in CBSE classes, while they make Acceptable progress in Kerala Board physics, chemistry, and biology classes. Low attainers make Outstanding progress in Phase 1, Good progress in Phase 2 and Acceptable progress in Phase 3. In Phase 4, low attainers make Good progress in CBSE classes, while they make Acceptable progress in Kerala Board physics, chemistry, and biology classes. High attainers make Outstanding progress in Phase 1 and Acceptable progress in phases 2 and 3. In Phase 4, high attainers make Good progress in CBSE classes, while they make Weak progress in Kerala Board physics and Acceptable progress in chemistry and biology. Students of determination make Outstanding progress in Phase 2 and Acceptable progress in Phase 3 physics and biology while making Good progress in chemistry. In Phase 4, students of determination make Good progress in CBSE while they make Outstanding progress in Kerala State Board physics, chemistry, and biology. There are no progress data for gifted and talented students

Next Steps:

1. Enhance students' practical, experimentation, and independent hypothesis-setting skills across all phases.
2. Improve students' application of science to the environment and real-world to extend their learning in Phase 4.
3. Accelerate the progress of boys, girls, and high attainers in phases 2, 3, and 4 against Kerala State Board standards as well as low attainers and students of determination in Phase 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	Good	Good	Good	Good

Findings:

- Across the school, most students are actively engaged and keen to learn. However, in a few teacher-led lessons, a few students become disengaged. Students usually take responsibility for their learning, particularly when presenting or working independently. They are generally aware of their strengths and weaknesses through various assessment strategies and by evaluating their learning using success criteria. Although the school has set targets for students, these targets are generally focused on improving grades rather than skills. Consequently, their ability to identify and take next steps to improve any gaps in their learning, is underdeveloped.
- In most lessons, students interact well in a range of learning activities such as role-play, real-life scenarios, research, and presentations. However, their effective collaboration in solving complex problems within appropriately sized groups is inconsistent across the school, with the strongest collaboration observed in English. Students work well and support each other, communicating their learning clearly with teachers and peers. In the flipped classroom model, students led entire lessons confidently, and the impact on their peers was positive.
- Students consistently make meaningful connections between their learning and real-life experiences. However, this is less evident in Islamic education. Connecting their learning to other learning areas is at the early stages of development.
- Students engage in basic research and leverage technology in learning. They utilize virtual labs, coding platforms, and various assessment tools and applications, including Kahoot and Quizizz, to enhance their understanding and skills. Critical thinking and problem-solving are common features in some subjects from Phase 1 to upper grades but are not yet consistently strong in all subjects and phases. Students apply their skills in different contexts with varying levels of challenge. There are examples around the school that demonstrate students' innovation and creativity, such as exhibitions and the project-based learning new initiative in social studies phase 4. However, opportunities for students to develop these skills consistently in lessons are insufficient.

Next Steps:

1. Enhance students' understanding of their own strengths and weaknesses, enabling them to take the next steps to improve their work and address learning gaps.
2. Improve students' innovation, independent learning, collaboration, critical thinking, and problem-solving skills across the school, particularly in lessons.
3. Enable students to make clear connections between areas of learning and subjects.

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

Personal Development

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

Findings:

- Students across the school consistently display positive attitudes toward learning. They are highly capable of taking on any work assigned. While almost all students respond proactively to constructive feedback from teachers and their peers, only a minority of students in the higher phases seek feedback to improve their work. Students demonstrate dedication and a meticulous approach toward achieving success in all aspects of learning.
- Students are well aware of the expected behaviour and are self-disciplined across the school. They are also well aware of the expectations placed upon them and understand the importance of adhering to these standards. Participation in wellness programs, anti-bullying campaigns, and student council activities helps create a culture of mutual respect and responsibility. Students exhibit self-regulation and dependability, which will serve them well beyond their school years.
- The nurturing environment the school has created makes the students feel safe, valued, and supported. They show genuine concern and empathy toward one another, including those with special educational needs. As a result, relationships amongst students and with staff are respectful and considerate. The caring school community occasionally involves parents in school events and Parent-Teacher meetings.
- Students adopt healthy eating habits and active lifestyles. They understand that these aspects are crucial for their overall well-being. By following the school's advice and making healthy choices for snacks and meals, students exhibit understanding of long-term health benefits. Wellbeing sessions related to healthy diets and cyber security all ensure student well-being, foster emotional balance, and promote physical health. Students' regular participation in sports, farming activities, and other engaging programs is inconsistent across phases.
- Almost all students are punctual in the morning and to lessons. Overall attendance, at 96%, is Very good. Attendance across phases 2 and 3 is Very good and Outstanding in Phase 4. However, attendance in Phase 1, at 95%, is Good.

Next Steps:

1. Encourage students to take greater ownership of their own learning by actively seeking critical feedback for continuous improvement.
2. Promote students' regular participation in health and physical activities.
3. Improve students' attendance in Phase 1 to become at least Very Good.

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	Acceptable	Acceptable	Acceptable	Acceptable

Findings:

- Students demonstrate an adequate appreciation and understanding of Islamic values and how they influence contemporary life in the UAE. They actively engage in school-wide initiatives, including assemblies, Islamic Competitions, and Islamic events such as Ramadan, Eid, and Israa and Miraj. Islamic values such as charity and compassion, are embedded in daily interactions and reinforced through school initiatives like charitable activities in collaboration with the Red Crescent.
- Students have adequate knowledge and appreciation of the Emirati heritage and culture. They actively participate in cultural events such as National Day, Haq Al Laila, and Arabic food festivals. Field trips to cultural and religious sites, including Heritage Village and mosques, further enhance their awareness of UAE traditions. Emirati news is regularly featured in daily assemblies across all phases, reinforcing students' connection to national identity. The school environment also supports this through bulletin boards, and a dedicated UAE heritage room showcasing historical landmarks, photos of UAE rulers, and artifacts, many of which feature student contributions. However, while students benefit from these experiences, they rarely engage in student-led cultural initiatives, which could further strengthen and deepen their appreciation of Emirati heritage.
- Students have a clear understanding and appreciation of their own culture. However, their exposure to world cultures remains limited. While students participate in a cultural festival that celebrates global traditions, the representation of diverse world cultures within the school environment is minimal. There are few opportunities for students to explore a broader range of international perspectives. Expanding cultural representation through curriculum integration, visual displays, and student-led initiatives to provide a more inclusive and globally diverse learning experience is limited.

Next Steps:

1. Enable students to initiate cultural events, to deepen their appreciation of Emirati heritage.
2. Expand world culture representation through curriculum, displays, and student-led activities for a more inclusive environment.

Social responsibility and innovation skills

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

Findings:

- Students display sincerity towards their responsibilities to the school community. The School Student Council and school captains are regularly involved in maintaining discipline and awareness campaigns. Occasionally, students in the higher phases proactively conduct buddy teaching in the lower grades and help in organizing school events. However, this remains an uncommon practice in the school. Large funds are collected in these activities and donated to organizations like the Red Crescent. Volunteering activities, such as collection for the underprivileged, demonstrate that the students take social responsibility seriously. Students in this school connect with students of other schools to prepare for inter-school events.
- Students demonstrate a positive work ethic. They take pride in showcasing their work and talent in purposeful manners both in lessons and school events. They demonstrate a high level of competence in various extra-curricular events, such as interschool cultural and sports competitions, and bring numerous recognitions and laurels to the school. They design innovative models and creative pieces for display and exhibitions under teacher / parental guidance. They generate pioneering ideas but need help and guidance to carry them through. They are generally reliable and active participants, and sometimes lead by example.
- Students' awareness of environmental issues, including sustainability, is well honed throughout the school. Students participate in various environmental activities and clubs in the school, such as the "Agro Club" and the "Eco Club". Students spread awareness regarding various environmental issues such as "Say No to Single Use Plastics". Students can explain how these activities have raised their awareness and sensitivity towards local environmental issues. Many students are involved in campaigns such as "Year of Community 2025", "Sustainability Developmental Goals of the UAE", and similar events. However, their contribution to global sustainability and conservation efforts is less developed.

Next Steps:

1. Empower students to lead initiatives and implement them independently.
2. Expand students' contribution to conservation efforts in the wider world environment.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers consistently apply secure knowledge of their subject. However, teachers' knowledge of how students learn is less consistent. In the best lessons in Phase 4, English teachers effectively apply their knowledge to design creative learning opportunities for their students. However, in Islamic education and Arabic as a second language, lessons are largely teacher-centered, limiting opportunities for active student engagement. Many new teachers are still gaining familiarity with the school's high expectations for quality teaching.
- Teachers plan lessons purposefully using a consistent template to structure interesting lessons. Most teachers in all phases create a positive learning climate in lessons and use their time effectively. Links to other subjects to transfer learning, and links to the real world are not always well implemented in practice some lessons, particularly in Islamic Education and Arabic as a second language, teachers spend excessive time introducing topics, limiting opportunities for student-led inquiry. While Phase 1 teachers use manipulatives for counting, not all make use of available resources effectively to connect learning to real-life contexts or differentiate activities.
- Teachers' interactions with students ensure they remain engaged learners, fostering relationships that create a learning-conducive environment, especially in Phase 1. Most teachers encourage cooperative group work through simple tasks, but they do not consistently promote collaboration by assigning roles and responsibilities in more complex projects. All teachers use targeted questioning to assess students' knowledge, and most effectively use prompts to extend higher-order thinking. However, this skill is not yet consistently embedded in all teachers' routine practice. Questioning that promotes thinking and stimulates dialogue and discussion is more commonly observed in English, where students are taught to form and evidence opinions. In contrast, extended question-and-answer sessions in Islamic Education and Arabic as a second language often limit time for student-led activities.
- Teachers use strategies that are effective in meeting the needs of most groups of students in their classes. A more personalized approach that allows choice of activities, and gives students more responsibility for their learning, is seen in Phase 4 English. Differentiation focused on content, process, or products is less commonly applied to meet the needs of identified groups in other subject areas. In Islamic education and Arabic as a second language, differentiated worksheets are used to extend learning for a diversity of students, but these are not consistently well implemented. In the best lessons, teachers provide targeted micro-teaching sessions to help bridge identified skills gaps for students who are struggling, as well as offering in-school remediation sessions. While a range of extra-curricular activities extend the interests and abilities of all students, within lessons there is no consistent approach to planning work that extends the higher attainers or focuses on the specific needs of those identified as gifted and talented. Consequently, higher-attaining students do not always make the accelerated progress of which they are capable.

- Teachers' development of critical thinking, problem-solving, and innovation is inconsistent across subjects and phases. In English, students are given the skills to analyze texts, in mathematics, teachers promote problem-solving, and in science students develop investigative skills. In Islamic education and Arabic as a second language, lessons focus heavily on content delivery and memorization, with minimal emphasis on inquiry-based learning or critical thinking. Teachers promote students' use of technologies to conduct basic research and to assess their learning progress. Teachers' provision of opportunities for project work to solve real-life problems initiated by students from their own ideas or independent research is inconsistent.

Next Steps:

1. Ensure that all students are effectively challenged to reach their potential, particularly the high achieving and gifted and/or talented students.
2. Extend opportunities for students-led inquiry, problem-solving, and innovation, particularly in Islamic education and Arabic as a second language lessons.
3. Optimize time and resources for real-life problem-solving and active learning, especially in Islamic education and Arabic as a second language.

Assessment

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

Findings:

- Internal assessments are coherent, and consistent and provide valid and clear information on students' academic achievement. They are appropriately linked to the school's curriculum (Kerala State curriculum and CBSE). The school carries out regular assessments of students' attainment in the key subjects.
- The school has an appropriate process for benchmarking the performance of students internationally. The school uses external tests, such as the Kerala Board, CBSE, and MoE examinations for Arabic as a second language and Islamic education. The school also uses standardized assessments such as ACER IBT to benchmark students' attainment in English, Mathematics, and science for grades 3 to 10. The school engages students in International assessments such as PIRLS 2021 (Reading), TIMSS 2019 and 2023 for mathematics and science, and PISA 2022 for reading, mathematics, and science. There is no external benchmark testing for Phase 1.
- The recording of assessment information is organized efficiently. The Assessment data is thoroughly analyzed, providing detailed information about student progress. The recording of assessment information is efficiently organized, allowing the school to fully utilize the data to monitor student progress, identify knowledge gaps, and set improvement targets. Based on this analysis, the school has decided to enhance preparation for international exams to improve student results. For example, in mathematics, gap analysis has been conducted to identify areas where students consistently underperform, guiding targeted interventions for better international assessment outcomes.
- Assessment information is effectively used to guide lesson planning and curriculum adaptation to meet the diverse needs of students. The school encourages teachers to analyze data for planning differentiated lessons and has introduced a standardized lesson plan format to support this process. This format includes tiered success criteria, aligned tasks, and opportunities for self-assessment, peer assessment, and teacher assessment. However, the implementation of this approach is inconsistent, as it does not always lead to the creation of personalized plans that effectively address the individual needs of students.
- Teachers have reasonable knowledge of individual students' strengths and weaknesses. They engage students in self-and peer assessment in most lessons. However, this is less evident in Islamic education and Arabic as a second language lessons. Teachers usually provide verbal feedback to support students' learning, however, this is not consistently constructive. Exercise books are marked regularly, but there are few informative comments about how to improve.

Next Steps:

1. Make full use of assessment information to design personalized plans to meet individual students' learning needs.
2. Provide regular self and peer assessment opportunities in Arabic and Islamic education, with constructive feedback from teachers to guide improvement.
3. Implement a standardized assessment to benchmark students' attainment in Arabic medium subjects.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The school follows the Indian National Curriculum Framework (NCF) across all grades, ensuring that the curriculum is broad, balanced, and age-appropriate. It is effectively designed to prepare students for the highest levels of attainment in the Kerala State Board Examination and CBSE at the end of grades 10 and 12. The curriculum rationale is clearly aligned with the overarching NCF, which guides both the CBSE and Kerala State curricula, while also reflecting the UAE national priorities, ensuring a comprehensive and contextually relevant education. Although innovation and creativity in the curriculum are emphasized, the curriculum policy does not identify the school's approach to providing challenge in the curriculum. The taught curriculum in MoE subjects is compliant. The range of subjects and programs ensures breadth. However, the balance of knowledge and skills is inconsistent, with a higher emphasis on knowledge than skills in the taught curriculum. The timetable ensures sufficient time is allocated for each subject.
- Curriculum planning is effective and ensures that teachers map the contents systematically. The various levels of planning ensure that teachers provide structured opportunities for student learning in daily lessons and beyond. The content in different subjects focuses on meeting curriculum standards and most students' needs. Overall, students are well prepared for the next stage of education within the school and beyond.
- The school offers a choice of curriculum from grade 8. Students after grade 7 can choose between the CBSE or Kerala State curriculum. Currently, students studying the Kerala State curriculum have a choice of two streams: science and commerce, with a sufficient choice of subjects. However, there are fewer choices for languages, art, and physical education.
- The cross-curricular links are planned meaningfully, but the implementation is inconsistent. While students' transfer of learning between subject areas is stronger in Phase 1, a few science and English lessons in Phase 4 provide effective opportunities for students to establish these links.
- The senior leadership team in the school reviews the curriculum, considering reflections from teachers and middle leaders in regular department meetings. These meetings focus on introducing new topics and re-teaching opportunities to meet the learning needs of students in different subjects. Reviews of the curriculum, to include opportunities for integrating UAE values and culture into all subject curricula, are the focus of the curriculum design this year. The implementation of these modifications has led to teachers delivering structured lessons and improved student personal development outcomes. The school has collaborated with textbook publishers for grades 1 to 7 to modify the textbooks to include critical thinking questions and content that align with international benchmarking expectations. The impact of these modifications is not yet evident in lessons

Next Steps:

1. Ensure the curriculum emphasizes both skill development and knowledge acquisition, while expanding subject choices for students in Phase 4.
2. Ensure consistency in application of cross curricular links in lessons in all subjects and phases.
3. Continue the plan to review the curriculum, integrating UAE values and culture into all subjects and ensuring full implementation in lessons.

Curriculum adaptation

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

Findings:

- Most teachers modify lessons to create a conducive learning environment, successfully ensuring that most student groups progress toward objectives. However, the effectiveness of differentiation strategies to meet different ability needs is inconsistent in lessons. High achievers are not sufficiently challenged, and there are inconsistent opportunities for extending the learning of gifted and talented (G&T) students. In-class support is rarely evident for the few identified students with additional learning needs, including students of determination.
- The school curriculum provides a range of learning opportunities for most students to engage in lessons. The weekly art and craft lessons in lower grades and integrated art education in higher grades offer opportunities for most students to engage in creative activities. A majority of students in any phase participate in the competitions and events organized throughout the school year. Occasional field trips and a few inter- and intra-school competitions provide opportunities for experiential learning. The vegetable garden offers practical opportunities for students to witness farming and agriculture in the UAE. Most students donate to charity drives, and a few participate in voluntary work in higher phases. However, opportunities for students to develop innovation skills are limited, particularly in lessons.
- The curriculum in most subjects integrates some relevant and appropriate opportunities for students to develop an adequate understanding of UAE culture, values, and society. The curriculum provides a few opportunities for students to make links to real life in the UAE society. School assemblies and the celebration of prominent days provide more opportunities for students to consolidate their understanding of the culture and values.

Next Steps:

1. Strengthen the lesson planning to effectively modify instruction, providing suitable challenge and extending learning for high attainers and gifted and talented students.
2. Enhance extracurricular and curriculum design to expand experiential learning, community involvement, and innovation opportunities for students.
3. Ensure links with UAE society and Emirati culture are integrated through all aspects of the curriculum.

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 rigorous procedures in place for the safeguarding of students which are regularly reviewed to ensure alignment with best practices. Child protection and safeguarding arrangements are written in a policy that is shared with and signed by stakeholders and all adults who come into contact with students. This ensures that all stakeholders are aware of these policies. The school ensures that all students are protected from all forms of bullying and provides advice and guidance for students about how to stay safe online.
- The school meets health and safety requirements, ensuring all members of the school community are safe. Health and safety procedures are well monitored through systematic inspections, fire drills and emergency procedures. The school conducts emergency fire evacuation drills three times per year. Staff and students understand the rules and their responsibilities in ensuring the school is a safe environment for all. Students are always supervised around the school. The two shifts are well-organized. Bus supervision routines are highly efficient and maintain the safety of students as they travel to and from school. The medical clinic is staffed by two full-time nurses. They carry out regular medical checks and support students who are unwell at school. Relevant medical information is shared with staff in a systematic way to always ensure students' medical care.
- Buildings and equipment are well maintained. Routine checks are carried out, and detailed records are kept. Essential medicines are locked in a secure cupboard within the clinic. Medicines are all up to date, regularly reviewed, and replaced. Nurses supervise and administer essential medication to students. All incidents and subsequent actions are recorded and stored securely.
- The school premises provide a safe physical environment for members of the school community. Not all parts of the school are accessible to those with mobility or physical disabilities. There are no elevators in the two blocks A and B. There is no specific playground for Phase 1 with specific arrangements like softened flooring.
- The school's promotion of safe and healthy living is systematically built into many aspects of school life. The school is proactive in promoting healthy lifestyles through specific activities and special events such as sports events, health, diet, and exercise campaigns, as well as open communication with parents. The school prioritizes student safety, physical health, and well-being. Appropriate measures are taken to provide reasonable protection from the sun by providing shading and access to fresh drinking water.

Next Steps:

1. Improve the accessibility of all premises to those with mobility or physical disabilities.
2. Enhance the playground facilities in Phase 1 to meet the needs of young learners.
3. Enhance sun safety with more shade, hydration access, and awareness initiatives.

Care and support

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

Findings:

- Staff have very positive and purposeful relationships with all students. The school operates in an atmosphere of mutual respect, based on a code of behavior that is understood clearly by the whole school community. The school has a positive and defined behavior management system with clear guidelines on expected behavior and effective discipline policies. Behavior concerns are logged digitally and actioned promptly.
- The school's approach is successful in promoting Very Good attendance levels and punctuality.
- The school has effective systems to identify students with special needs, recognizing 12 students, including students of determination, accounting for less than 1% of the school population. Students with additional learning needs, including students of determination, are identified by internal screening. However, this process is not sufficiently rigorous, accurate, and prompt. KG students are evaluated during the department's 'open house' sessions, and teachers share concerns via the school referral form. There are 9 gifted and talented students in the school, and they are identified based on their academic results and referrals from teachers and parents.
- The school provides appropriate support for most students with special educational needs and those who are gifted and/or talented outside the classrooms. Individual Educational Plans (IEPs) are in place for all identified students of determination, which are reviewed termly, with the student's academic progress tracked, targets reviewed, and next steps agreed by both the staff and parents. The Inclusion department provides support through in-class assistance and pull-out sessions. Pull-out sessions have the greatest impact on student progress and attainment as the quality of teaching and the knowledge of the student's ability is evident. However, the impact of in-class support on their achievement is not always sufficient. All identified G&T students have Advanced Learning Plans (ALPs) that include objectives with set targets and are reviewed regularly.
- The well-being and personal development of all students are routinely monitored but not evaluated to identify strengths and areas for improvement and plan the next step. For older students, the school provides effective advice and guidance about career choices by hosting career fairs, and students are keen to share their aspirations for the future.

Next Steps:

1. Ensure that the identification of students with additional needs is rigorous, accurate, and prompt.
2. Strengthen in-class interventions to support the achievement of students with additional learning needs, including students of determination.
3. Evaluate the well-being of all students to identify areas for improvement and plan next steps.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good

Findings:

- Leaders at all levels, including the principal, set a clear strategic direction to create a civilized new generation equipped with twenty-first-century skills. The whole school community supports the school's mission, which is to provide value-based education for all at affordable fees. The school's core values emphasize commitment, consistency, consideration, and compassion, which support an inclusive philosophy. The Senior Leadership Team (SLT) are committed to UAE national priorities, setting clear targets for high levels of achievement in international examinations such as PISA and TIMSS. While the school has a commitment to inclusion, greater resources need to be put into identifying and supporting all students with additional learning needs.
- The senior leadership team (SLT) demonstrates secure knowledge of the Indian Kerala State Board (KB) and CBSE curricula and of the MoE curriculum. They are experienced trainers, and very aware of the best practices in teaching, learning, and assessment. They have established a positive learning culture, where students are keen to learn and motivated to do their very best. This is reflected in the high levels of attainment in the MoE, CBSE, and KB examinations in Phase 4. However, there is a variance in the middle leaders' knowledge of the UAE School Inspection Framework, and not all are fully effective in using this guide to judge the quality of lessons and bring about improvement in the quality of educational delivery in the department they oversee. Not all middle leaders are confident about how to best use the assessment information to personalize planning and improve student achievement levels, and as a result, while standards of student learning have risen in several phases in subjects taught in English, they have not risen in Arabic as a second language, and they have declined in Islamic education.
- Relationships and communications across the school and with stakeholders are professional and effective. A distributive leadership framework is in place, with a well-organized committee structure and clearly defined reporting requirements that monitor progress and ensure accountability. There is a clear system of delegations, allocating roles and responsibilities through job descriptions, and regular meetings are held to discuss progress in completing tasks in departmental action plans. Leaders use assemblies as a regular means of communication with students, reinforcing core values and themes such as 'environmental care. Communication systems with parents are effective, ensuring that the parents receive regular updates on school events, as well as about their children's academic and personal development. SLT's open door policy and determination to improve the school's performance ensure that morale throughout the school is positive.

- Most leaders demonstrate a clear understanding of what needs to be done to innovate and improve school performance. The areas where the school needs to improve are not well-reflected in the school's most recent self-evaluation form (SEF). The areas for improvement are more clearly seen in the detailed departmental action plans that are the outcome of regular departmental reviews based on student assessment results. Leaders are innovative and effective in addressing potential barriers to sustain improvement. Since coming together nine months ago, SLT made and implemented a clear improvement plan, providing intensive training that has already yielded visible results. While the new strategies are not yet consistently embedded, improvements are already being seen, especially in English medium subjects.
- Leaders have been innovative and successful in developing aspects of the school and improving to reach a good level of academic performance in most subjects, and high levels of achievement in Phase 4. SLT has established new initiatives, such as the establishment of the club to challenge students of determination to take part in interschool competitions. The SLT ensures that the school is compliant with all statutory and regulatory requirements.

Next Steps:

1. Strengthen the school's resources, facilities, and processes to ensure full inclusivity.
2. Improve middle leaders' knowledge and accurate application of the UAE School Inspection Framework when judging the quality of teaching in the subject areas for which they are responsible.
3. Enhance middle leaders' data analysis skills to guide curriculum adaptation and support teachers in planning inclusive lessons, especially in Arabic as a second language and Islamic education.

School self-evaluation and improvement planning

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

Findings:

- The systematic self-evaluation uses both internal data and that from external, international and standardized tests, as well as reviews by external agencies. The self-evaluation form (SEF) provided by the school is a descriptive document that refers to evidence of initiatives, but it lacks a thorough analysis of issues and detailed identification of the barriers to improvement that are facing the school. There are mechanisms in place to ensure all stakeholders' views are considered in the school's self-review and improvement planning processes. Standing committees are responsible for each standard and for the development and monitoring of the school's improvement plan (SIP). These committees base their work on stakeholder feedback from surveys and representative groups such as the parents' and students' councils, as well as information from department meetings. Consequently, the school community is very clear about the school's strengths and key priorities for improvement. However, in the SEF, the areas for improvement under each standard are not clearly listed, The school has access to a range of benchmarking information from external, standardized and international assessments (such as KB, CBSE, PIRLS, PISA, TIMMS, and ACER IBT), but there is no benchmark for Arabic medium subjects. Rigorous analysis of a more comprehensive range of benchmark assessments, combined with the ongoing triangulation of assessment information will provide a more useful self-evaluation moving forward.
- A revised form and improved regularity of the monitoring of teaching is now improving teaching quality, but this system is not consistently applied. The form for recording lesson observations uses a tick-box approach focused more on the technical aspects of teaching. This approach is suitable for assessing beginning teachers, but it does not focus enough on the impact of teaching on students' achievement. 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 (CPD). To raise consistency, training for middle leaders is needed on the process for the monitoring of teaching as well as how to give effective feedback and follow up mentoring to focus teachers more on personalizing the students' experience for improved learning outcomes.
- The school development plan (SDP) focus is largely on improvement based on recommendations from the previous inspection, and it is not clear which of the identified actions are still in process, and which have been completed. At SLT level, school improvement planning is informed by research into trends in teaching, such as the work of John Hattie on high-performance learning, and at the departmental level, the areas identified for focus are detailed in action plans covering both the KB and CBSE curriculum subjects. Priorities are clearly aligned with the UAE national priorities, the UAE School Inspection Standards, and any KB/CBSE advice. The school already has most of the elements in place to develop a comprehensive planning process, but this needs to be better integrated with the Board's strategic planning goals. The school's plans already have clear actions and responsibilities, but key performance indicators (KPIs) are not always identified, and the improvement planning systems are not yet able to quantify clearly how much progress has been made against each target and measure the impact on student achievement.

- There has been some progress in addressing most of the recommendations from the school's previous inspection report, but many of these have yet to have an impact. The school took actions to make improvements. The impact of these actions is visible in improved attainment and progress. The school's use of assessment data to more precisely match lessons to the needs of students remains an area for development, especially in Islamic education and Arabic as a second language, where teaching quality requires further improvement. While there is more consistent lesson planning, with a common template used across the school, there is insufficient use of assessment information to differentiate activities and resources and prioritize student learning progress, especially for the more able, the gifted, and the talented. The development of high order thinking skills and independent learning is improving across the grades and is most well-developed in English in Phase 4. However, in many of the more teacher-directed lessons, especially in Islamic education and Arabic as a second language, students are not given sufficient opportunities to develop skills such as collaboration and inquiry skills.

Next Steps:

1. Align the self-evaluation form with the school development plan, integrating improvement areas, key performance indicators, and impact-focused success criteria.
2. Enhance the form used for monitoring teaching to sufficiently focus on the impact of teaching on students' achievement and provide training to middle leaders on effective monitoring.
3. Ensure the status of actions in the SDP is clearly defined, indicating which are still in progress and which have been completed.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good


Findings:

- The school is successful in increasing parent involvement in school activities. The parent council is active and meets regularly with the senior leaders at the school. Most parents attend the open house meetings, and a majority also participate in the events organized by the school. A few parents actively contribute to occasional career orientation programs. Parent feedback is regularly sought through online survey forms, and the parent council consolidates the suggestions. The parent council is highly satisfied that the school considers their suggestions to improve the quality of the ongoing academic program. However, parents' understanding of the importance of students' achievement in external and international assessments is still developing.
- The effective communication by the school ensures that parents receive regular updates about their child's education. The school effectively uses technology to communicate with parents via the website, emails, WhatsApp messages, phone calls, and face-to-face meetings. However, effective communication with parents of students with additional learning needs, including students of determination for accurate identification and relevant support, is underdeveloped.
- The school regularly reports student achievements at the end of each term. Parent-teacher meetings are organized at least four times a year. Parents are highly appreciative of the school's approach, which allows them sufficient time and opportunity to discuss their child's learning progress. However, the reporting formats do not include next steps for improving students' learning, and parents are unaware of the specific academic strengths and weaknesses of their children.
- The school has established a few local and international partnerships to support the academic and personal development of students. The established partnerships with Ahilya and LLH hospitals promote the quality of health and safety arrangements in the school. The established links with the Red Crescent organization ensure that most students participate and make donations for social contributions. Although the school has recently established links with Abu Dhabi University for older students and with the Rhythmic Centre for gifted and talented students in music, these links have yet to make an impact on student learning this year.

Next Steps:

1. Improve communications with parents of students with additional learning needs, including students of determination, to enhance their identification and support.
2. Improve reporting procedures to inform parents of the next steps for improving student learning.
3. Expand the national and international partnerships and monitor their impact on student learning in the school.

Governance

Performance Indicator	Quality judgement
Governance	Good 

Findings:

- The Board of Governors includes representation of most stakeholders enabling members to gain a detailed view of the school. The board comprises four permanent members plus representatives from stakeholder groups, including parents, teachers, and students, with senior leaders in attendance in a non-voting capacity to provide reports and answer any questions. The owner is represented on a day-to-day basis by the Managing Director (MD) who oversees school operations at this school and the sister school in Dubai. The other permanent board members include a chairperson selected for skills in financial management, and a company stakeholder who is also a legal advisor. The owner has a wide network of affiliates on which to draw for advice on academic, cultural, or industry-related matters, such as when considering students' preparedness for further education or work. However, this expertise is missing from the board.
- The board has set up two subcommittees to enable it to carry out key governance functions effectively. The board has assigned funding against big picture items and monitors operations expenditure monthly through the Central Council (CC) comprising the principal, vice-principal, and MD. The CC oversees policies and resourcing and meets monthly to review requirements and put in place plans for the coming month. The Central Executive Council (CEC) is comprised of the senior leadership team (SLT), heads of sections (HOS), and subject supervisors, and it monitors academic performance and any issues related to the six standards. The CC and CEC provide reports to the overarching governing board, which meets four times a year. Board members communicate by phone between meetings, seeking feedback from stakeholders such as parents through surveys or when they attend school events. These mechanisms ensure that the governing board receives feedback from stakeholders to verify the accuracy of the official reports provided by the school, as well as to prioritize planning. The board's regular surveys plus reports from board subcommittees and from representatives of the parent council and student council provide a comprehensive monitoring system through which the board can hold the principal and senior leaders to account. The minutes of the board meetings indicate systematic monitoring of progress against the school's improvement plan, as well as discussions about resource issues, such as teacher retention and remuneration. However, the board has yet to enact plans to establish improved accountability by implementing a performance management system, with specific KPIs linked to a systematic annual school review and planning cycle.
- The governing board exerts a positive influence on the school's direction, supporting leadership by ensuring the school is compliant with health and safety requirements. The board carefully considers legal obligations and responsibilities to ensure health and safety, as well as stakeholder views. Ensuring appropriate staffing and facilities is the biggest challenge the school faces. The school is aware of the issues in the Arabic department and has recently developed a contingency plan to take immediate effect using external consultants. The board has plans for renovations to create more space in various areas of the school. The board is also aware of the need to use its networks to further extend learning opportunities for students outside the classroom, especially volunteering to give back to society through charity work and environmental care projects, as well as through cultural and sporting exchanges, and field trips that deepen students' knowledge of the UAE heritage and culture. Through the board's expertise and appropriate targeting of investment, governors make a direct impact on the overall performance of the school. The board is effective in ensuring all statutory requirements are met.

Next Steps:

1. Ensure the governing board includes more experts from various fields to support the school with their expertise.
2. Improve school leadership accountability through the board's performance management system, integrating key performance indicators with a systematic annual review and planning cycle.
3. Ensure the school has qualified staff and is appropriately resourced, particularly in the Arabic department.

Management, staffing, facilities and resources

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

Findings:

- The school operates with well-structured procedures and routines that ensure smooth daily operations. Routines are known and followed by staff, students, and parents. Supervision across the playground, corridors, and the bus area is effectively organized through a duty allocation timetable, ensuring student safety and proper behavior management. However, the afternoon shift timetable is not completely balanced (4 successive periods without a break, some periods are shorter than others).
- The school has a sufficient number of appropriately qualified teachers and support staff, who are deployed effectively to support the school's mission of raising student achievement. Staff appointments follow ADEK and MoE guidelines, ensuring proper approvals are in place. Currently, there are no teacher vacancies, although data indicates a 25% turnover. The school also has an effective training policy, with all staff having access to continuous professional development (CPD) aligned with the school's development targets.
- The school's premises provide an acceptable environment for staff, students, and visitors. However, the buildings require refurbishment. The small classrooms have basic furniture and minimal displays. The science laboratories require upgrading to meet compliance standards, including enhancing the ventilation system in the chemistry lab and minilab, along with improvements to the resources and infrastructure. There is no elevator available for anyone with mobility issues.
- Resources are generally sufficient to meet basic needs in most learning areas, but there is a lack of adequate materials to fully support teaching. The two school libraries provide valuable, age-appropriate resources, though they are limited in computer access. These libraries need further development to serve as key resources for promoting reading across all student groups. The integration of technology is underdeveloped. Teachers use projectors in all classes, and students use tablets and laptops. There are no smartboards. Improvements to infrastructure and resources would further improve the learning environment for all students.

Next Steps:

1. Review the balance between periods and breaks in the Afternoon shift.
2. Implement a refurbishment and renovation program to improve the learning environment, especially in specialist facilities.
3. Ensure all learning areas have sufficient resources including technology.

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