

# Irtiqa'a School Inspection

AY 2023/24

Sunrise International School, Abu Dhabi  
Island

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**Rating: Acceptable**

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# School Information

General Information	
 <b>Name</b>	Sunrise International School, Abu Dhabi Island
 <b>Esis Number</b>	9332
 <b>Location</b>	17, Al Mumayaz St, Al Manhal, Abu Dhabi, 20045
 <b>Principal</b>	RAJENDRAN PADMANA BHAN
 <b>Inspection Dates</b>	12 to 15 Feb 2024
 <b>Curriculum</b>	CBSE

## Information On Students

Cycles	Cycle 1 - Cycle 2 - KG
Number of students on roll	4180
Number of Emirati students	0
Number of students of determination	17
Largest nationality group of students	India - Pakistan - Sri Lanka

## Information On Teachers

Number of teachers	171
Nationalities	India - Egypt - Sudan
Number of teaching assistants	38

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

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The TIMSS 2023 assessments were the first international test the school has participated in.

The school prepared a brief action plan and arranged meetings with teachers to ensure they were prepared. Students were prepared for the TIMSS 2023 assessments by completing sample questions in class and online through the student portal. Students' practice responses were followed up in class.

Teachers were also provided with training on the tests to help them prepare students. The school has not yet entered students for PISA and PIRLS.

## Performance in standardized and international assessments

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

### Standardized Assessments

Students in grades 3 to 8 took ASSET tests in 2022–23. The results of the grades in the three subjects of

English, mathematics, and science were weak.

## Reading

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The school has a library in each of its three sections, with a total of 3,900 books in English and Arabic, fiction and nonfiction, spanning various genres, from classics to contemporary works. To encourage library use, the school offers weekly lessons in both English and Arabic. Students are motivated to read age-appropriate books by borrowing and returning books during designated times.

In addition, reading CBSE programs enhances reading skills through baseline assessments, progress tracking, and leveled reading books that are accessed at home.

In the KG and elementary phases, students adequately learn the alphabet and phonics and engage in guided reading sessions of picture books with open-ended questions and opportunities to perform the text. This approach fosters understanding and enhances their reading comprehension skills. In the middle and high phases, students are engaged in guided and shared reading activities with a focus on vocabulary expansion. Both fiction and non-fiction texts are explored, promoting independent reading.

The school's annual plan prioritizes the development of the libraries, their resources, and their use. Different activities and events are planned across the year to promote reading. However, library sessions lack structure and are delivered without lesson plans that target competencies that promote reading comprehension and language, such as writing, speaking, and listening. Assessments are not prioritized in the annual plan, and as a result, students' reading levels and areas requiring improvement are unclear. Improvement targets are not measurable and do not align with the curriculum standards. Enhancing the school library by adding more reading materials is a key objective. Encouraging parental involvement in supporting students' reading at home is a focal point for improvement.

Professional development opportunities for staff include workshops, seminars, conferences, and online courses through the CBSE Reading Freedom application. Collaboration and peer learning are encouraged, allowing teachers to research, share, and circulate successful strategies and experiences.

Technology integration is limited to smartboards, which thereby reduces students' access to online resources and educational platforms supporting reading in various subjects.

The school's reading-friendly environment includes reading corners in a welcoming library space. In grades 3 to 8, the school uses ASSET measures, pre-tests, and post-tests to evaluate students' reading capabilities and track progress. In KG, children are evaluated on their letter recognition skills, and progress is tracked and monitored in English lessons.

## Strengths of the school

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- The principal and senior leadership team have developed a caring and safe learning environment at the school that is fully inclusive of students of different backgrounds.
- Students are keen to participate in activities that have a positive effect on the school and the wider community.
- The school has regular and robust safety procedures, and students are very well supervised around the school, including on school transportation.

- The school's systems for managing students' behavior are very effective. As a consequence, students behave well in lessons and around the school and are respectful to adults and each other.

## Key Recommendations

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### **1. Raise students' attainment and progress to a consistently good or better level in all core subjects and phases by**

- improving students' knowledge and understanding of the Holy Qur'an, Hadeeth, Islamic law and etiquette, and Seerah, with a particular focus on recalling prescribed Hadeeth in the elementary, and the lives of the prophet Muhammad (PBUH) and his companions in the middle and secondary phases
- enhancing students' Arabic speaking skills, increasing the use of Arabic vocabulary, extending the length of writing for different purposes and strengthening students' reading skills across all phase.
- improving students' knowledge and understanding of other world cultures and how the UAE interacts with them, and understanding how the governing structures and heritage of the UAE lead to developing loyalty and a sense of belonging.
- increasing students' knowledge and understanding of different genres and types of writing through participation in role plays and other dramatic activities, enhancing their higher-order reading, public speaking, and extended writing skills.
- enhancing students' conceptual understanding and skills in basic mathematical operations, improving children's understanding of quantity in KG and space in elementary; and improving students' logic, reasoning and interpretation skills across all phases.
- improving students' scientific skills, such as observing, hypothesizing, investigating, analyzing, and interpreting data; and improving students' skills in performing practical classroom experiments and accurately recording, analyzing, and presenting their findings in reports.

### **2. Improve the quality and impact of teaching and assessment by:**

- ensuring teaching is focused on student-centered learning and provides stretch and challenge for all students, particularly the higher-attaining students
- raising the levels and complexity of teacher questions and ensuring students have enough time to review and present thoughtful responses
- reducing the time teachers spend talking in lessons and ensuring meaningful lesson activities start briskly. There is sufficient time for students to engage in meaningful activities.
- increasing opportunities for students to research, collaborate, present their findings, and evaluate each other's work.
- using assessment data more effectively when planning and delivering lessons to meet the learning needs of all students, particularly those with additional learning needs, including students of determination and higher achieving students.
- assessing students' attainment and progress more accurately by referencing all assessment tools to curriculum standards and having a robust moderation to ensure this accuracy.
- providing more opportunities for students to develop their higher-order learning skills, particularly their independent learning, research, problem-solving, and critical thinking skills.

### **3. Improve the provision for students with learning needs, including students of determination and the gifted and talented, by:**

- improving the identification procedures for students with additional learning needs, including students of determination and those who are gifted and talented.
- reviewing the individual educational plans (IEPs) to ensure targets are SMART and monitored regularly.
- providing tasks, activities, and resources in lessons, clubs, and activities in extra-curricular sessions that stretch and challenge all students, particularly the more able.
- reviewing the curriculum to ensure that both academic and extracurricular planning offer sufficient opportunities for all students, particularly the gifted and talented, to pursue their interests and

- develop their innovation and enterprise skills, both within and outside the classroom.
- improving the protocols for providing support for the identified students with additional learning needs both in lessons and during pull-out sessions.
  - providing sufficient resources that specifically cater to the needs of students with additional learning needs, including students of determination.

#### **4. Improve the effectiveness of senior and middle leaders:**

- accelerating the process of appointment as Head of Inclusion to join the senior leadership team.
- implementing more explicit and quantifiable indicators for governors to monitor and assess the performance of the school and hold the leadership accountable.
- ensuring self-evaluation is based on multiple sources of evidence, including internal and external assessment data.
- Ensure that the monitoring of teaching has a clear focus on promoting student-centered learning and subject skills development with stretch and challenge for all students and activities that promote students' higher-order learning skills.
- providing professional development for middle leaders and teachers on the analysis and use of assessment data to modify their teaching and the curriculum to meet the needs of all students.
- providing and ensuring the use of a wider range of relevant, current subject and technology resources to support student learning, particularly in developing their research, problem-solving, and digital competencies.
- reviewing the arrangements for delivering the school curriculum to improve the learning environment for students, including increasing the length of lessons and allocating dedicated classrooms to teachers to provide a subject-rich environment for students.
- providing all the necessary subject-specific resources for all grades across the schools.

## Overall School Performance: **Acceptable**

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

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

PS3: Teaching and Assessment				
	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Weak	Weak	Weak	Weak

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

**PS5: The protection, care, guidance and support of students**

	<b>KG</b>	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good
Care and support	Weak	Weak	Weak	Weak

**PS6: Leadership and Management**

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Acceptable
Governance	Acceptable
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	Acceptable	Acceptable	Acceptable

### Findings:

- The school's analysis of internal assessment data at the end of 2022/23 academic year against the Ministry of Education's (MoE) curriculum standards indicates that most students attain levels above curriculum standards in the elementary and middle phases. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons and in their work.
- The school has no external national or international assessments for grades 1 - 9.
- In lessons and their recent work, most students in all grades demonstrate knowledge of Islamic teachings, etiquette, Surah, and Hadeeth that is in line with the curriculum standards. In the elementary phase, most students demonstrate an adequate understanding of the meanings of the prescribed Hadeeth; however, a few are less secure in their interpretation of Surah. In the middle and secondary phases, students have an inconsistent understanding of the role of prominent figures in Islamic history.
- The school does not yet have three years of attainment data.
- In the elementary, middle, and secondary phases, the school's analysis of internal assessment data indicates that most students make better than expected progress over time and from their starting point at the beginning of the academic year.
- The school does not analyze assessment data to track the progress of groups of students across the school. In lessons, boys and girls make similar progress. Students with additional learning needs, including students of determination, do not consistently make the expected progress toward their targets. Lower- and higher-attaining students do not always make the progress they are capable of.

## **Next Steps:**

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1. Enhance students' understanding of the role of prominent figures in Islamic history in the middle and secondary phases.
2. Accelerate students' progress in all subject areas.

# Arabic as a second language

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

## Findings:

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- The school's analysis of internal assessment data at the end of the 2022/ 23 academic year indicates that most elementary students learning Arabic as a second language (ASL) and the large majority in middle school attain levels above expectations. This high level of attainment does not align with the levels of students' knowledge, skills, and understanding observed in lessons.
- The school has no external national or international assessments for Arabic as a second language.
- In lessons and their recent work, less than three-quarters of students in elementary demonstrate speaking, listening comprehension, and reading skills that are at least in line with curriculum standards. A small number of students struggle with the pronunciation of letters and simple words. In the middle and secondary phases, most students demonstrate listening and reading skills that are in line with expectations. They read short passages and identify keywords and grammatical rules, but only a few students can read fluently. They are able to identify main ideas in context and identify parts of speech such as nouns, verbs, and prepositions. However, students across the school rarely write and record their learning often enough or at sufficient lengths.
- The school does not yet have three years of attainment.
- The school's analysis of internal assessment data indicates that most students in the elementary and middle phases make better than expected progress over time and from their starting points.
- In lessons, only a majority of elementary students make the expected progress in using familiar keywords to answer direct questions and convey the intended meaning. In the middle and secondary phases, most students make the expected progress in developing their vocabulary acquisition skills. However, across the school, students make less progress in developing their speaking and writing skills.
- The school does not analyze assessment data to track the progress of boys and girls. In lessons, students with additional learning needs, including students of determination, make the expected progress toward their target. Lower-attaining students who are at the beginner level receive support to help them make the expected progress. Still, the higher-attaining students do not receive sufficient challenges to help them make the progress they are capable of.

## Next Steps:

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1. Enhance students' writing skills by producing longer texts for various purposes, with a particular focus on middle and high school levels.
2. Strengthen students' speaking and reading skills to improve accuracy and fluency across all levels.

# 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	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable

## Findings:

- The school's analysis of internal assessment data at the end of the academic year 2022/2023 against the Ministry of Education (MoE) curriculum standards indicates that most students in the elementary and middle phases attain levels above curriculum standards. However, this high level of attainment is not reflected in the levels of knowledge and skills observed in lessons and students' work.
- There is no external assessment data for social studies.
- Most students in all grades demonstrate knowledge and skills in line with the curriculum standards in lessons and in their work. In the elementary phase, students demonstrate adequate knowledge of infrastructure and transportation. They can define infrastructure and give examples of different means of travel in the UAE, particularly in Abu Dhabi and Dubai. However, they rarely fully articulate the relationship between economic growth and infrastructure.
- In the middle phase, most students can classify different political systems. Their ability to apply this knowledge in the UAE political context and how it contributes to political stability and economic development is inconsistent. In secondary school, most students are familiar with the UAE 2030 Vision and National Agenda. However, their ability to produce evidence-rich written work on UAE efforts in global sustainability is less well-developed. Students' knowledge and understanding of other world cultures and how the UAE interacts with them are inconsistent.
- The school does not yet have three years of attainment data.
- The school's analysis of internal assessment data for the academic year 2022/2023 indicates that most students in the elementary and middle phases are making better-than-expected progress against their starting points and over time. This progress is not reflected in observed lessons and in students' work.
- In lessons, most students across all phases make the expected progress in gaining adequate knowledge and understanding of UAE history, political context, and economics.
- The school did not provide assessment data related to different groups of students. In lessons, there

are no noticeable differences in the progress between boys and girls and high and low attainers across all phases. Students with additional learning needs, as well as lower and higher-attaining students, do not make the progress they are capable of due to inconsistent support and insufficient challenge.

### **Next Steps:**

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1. Enhance students' understanding of the UAE's political and economic systems and how they are related.
2. Improve students' knowledge and understanding of other world cultures and how the UAE interacts with them.

# 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	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

## Findings:

- The school's analysis of internal assessment data at the end of the 2022/23 academic year against the Central Board of Secondary Education (CBSE) curriculum standards indicates that the majority of children and students across the school attain levels above curriculum standards in English. This level of attainment does not align with the levels of knowledge and skills observed in lessons across the school.
- The school does not have any external national or international assessments for students in Kindergarten. However, for students in grades 3 to 8, the school has conducted the Assessment of Scholastic Skills through Educational Testing (ASSET) to measure their English language proficiency and academic performance. The results of the assessment indicate that the students' attainment in English is weak.
- In lessons and their recent work, most children in KG and students in the elementary, middle, and secondary phases demonstrate levels that are at least in line with CBSE curriculum standards of English knowledge, skills, and understanding in speaking, listening, reading comprehension, and writing. In KG and elementary, children and students demonstrate at least in-line outcomes in their verbal expression and print awareness skills, particularly when listening and speaking. Although students in the middle phase use language and spelling correctly by applying grammatical conventions when speaking, they do not always apply them when writing. They struggle to evaluate, analyze, infer, and integrate information when writing extensively. In the secondary phase, most students demonstrate appropriate speaking skills, however, only a few students demonstrate higher order reading and extensive writing skills.
- The school does not yet have three years of attainment data.
- The school's analysis of internal assessment data indicates that most students make expected progress over time and from their starting point at the beginning of the academic year across the elementary, middle, and secondary phases. No internal assessment data was provided for KG, but running records indicate that progress from low starting points on entry is acceptable.

- In lessons, most children and students in kindergarten, elementary, middle, and secondary grades make expected progress in relation to appropriate learning objectives aligned with the expected CBSE curriculum. In kindergarten and elementary, students do not make rapid progress in developing their acquisition of language and higher-order listening skills, including inference and integration of information, when speaking and writing. Secondary students do not make rapid progress in writing extensively.
- The school does not track the progress of the different groups of students. In lessons, students with additional learning needs, including students of determination, do not make expected progress toward their targets. Lower-attaining students receive variable help through Universal Design for Learning to plug gaps in their knowledge and skills, and make inconsistent progress. Higher-attaining students do not always make the progress they are capable of in lessons.

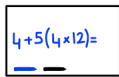
### **Next Steps:**

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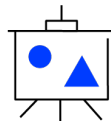
1. Enhance students' writing skills by improving their ability to make inferences, interpret information and integrate it effectively.
2. Enhance students' higher order reading and public speaking skills, in the secondary phase.

# 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:



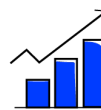
Number and quantity and their use



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	Acceptable	Weak	Acceptable	Weak
	Progress	Acceptable	Weak	Acceptable	Weak

## Findings:

- The school's internal assessment data for the last academic year indicates that most children in KG and most students in elementary attain above curriculum standards. In middle school, less than three-quarters of students attain in line with curriculum standards. However, the school's evaluation of the aggregated results is inconsistent with the student attainment observed in lessons. There were no secondary students in the school last year, hence no assessment outcomes.
- The ASSET 2023 standardized examination results for grades 3–8 indicate weak attainment across the grades. There were no external curriculum-linked assessments in the school last year. Students from grades 4 and 8 participated in the Trends in Mathematics and Science Studies (TIMSS 2023) assessment. The school is yet to receive the results.
- In their recent work and lessons, the majority of children in KG and students in the middle phase meet the curriculum standards. However, less than three-quarters of students in the elementary and secondary phases achieve the standards set by the curriculum. In KG, most children display appropriate number skills and can count up to 20, but their skills in ordering numbers and quantities vary. In the elementary phase, only a majority of students demonstrate adequate skills in using all basic operations to solve problems effectively. In the middle and secondary phases, most students can use basic arithmetic formulas to solve problems, although their understanding of mathematical relationships is less well-developed in the secondary phase. Students' understanding of space in the elementary phase is also limited. Across all grades, students' data interpretation skills are limited.
- The school does not yet have three years of attainment data.
- The school's internal assessment data indicates that most students make better than expected progress, and less than three-quarters of students in the middle make expected progress.
- In lessons and their recent work, most children in KG and most students in the middle phase make expected progress. However, only a majority of students in elementary and secondary make expected progress. In secondary, only a majority demonstrate higher-order thinking skills for mathematical problem-solving. Students' logic, reasoning, and interpretation skills, particularly in secondary, are developing.

- The school did not provide progress data comparing different groups of students. In lessons and their recent work, high achievers in elementary and secondary do not make as much progress as they are capable of. The progress of students with additional learning needs, including students of determination and lower-attaining students, is inconsistent.

### **Next Steps:**

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1. Raise attainment in elementary school by enhancing students' conceptual understanding and skills in basic operations in multiplication and division for effective problem-solving.
2. Ensure students apply logic, reasoning, and interpretation skills to accelerate progress, especially in the secondary phase.

# 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	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

## Findings:

- Internal assessment data provided by the school for the last academic year for science indicates that most KG children and elementary students attain levels that are above curriculum standards. A majority of students attain above curriculum standards in the middle. The levels of attainment, as assessed internally, do not align with classroom observations during the inspection.
- The school has used ASSET standardized assessments to benchmark student attainment in science. The performance of the elementary and middle school students who took the assessments in the 2022/2023 academic year indicated weak attainment.
- In lessons in KG, younger children learn to observe and describe the world around them, but they rarely develop their inquiry and investigation skills effectively. From Grade 1 upwards, students become increasingly competent at analyzing and measuring the natural world, adding accuracy and sophistication to their knowledge. In the secondary phase, students solve more complex problems in physics. Overall, students' knowledge and understanding of the scientific method, which enables them to initiate and investigate hypotheses that can be tested or researched, is less well developed, particularly in higher grades. Students across the school rarely develop their practical classroom experiments following the scientific method and then accurately record, analyze, and present their findings in a full laboratory report.
- The school does not yet have three years of attainment data.
- The school's internal assessment data suggests that most children and students make above-expected rates of progress over time in kindergarten and elementary school, and a majority make expected progress in middle school. No data was available for the secondary phase.
- In all grades, most children tend to make progress as expected in their lessons, acquiring new scientific knowledge that enables them to comprehend and engage with the world around them. They make progress towards the expected outcomes that are directly linked to the curriculum and use their previous knowledge to gain new insights. However, their advancement in developing sound

scientific skills throughout the school is restricted.

- There was no data available on the progress of different groups of students in science at the school. However, observations in the classroom suggest that in kindergarten, girls tend to make better progress than boys. As the boys mature, the gap between the progress of boys and girls evens out. Other groups of students, including those with additional learning needs and lower-attaining students, make expected progress. However, higher-attaining students generally do not make the progress they are capable of making.

### **Next Steps:**

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1. Enhance the development of students' scientific skills, including observing, hypothesizing, investigating, analyzing, and interpreting data, across all grade levels.
2. Improve children's inquiry and investigation skills in KG.

## Learning Skills

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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	Acceptable	Acceptable	Acceptable	Acceptable

### Findings:

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- Across the school, children and students engage adequately in learning; however, they can become passive at times without teacher intervention. When given the opportunity, students can articulate their learning. Self-reflection is not an embedded feature of student learning. As a result, they are mostly unsure how to improve their work.
- Students interact adequately with their teachers and peers when given the opportunity. Students across the school can work in groups and adequately communicate their learning, particularly in Islamic education, social studies, and science, although collaboration is only occasionally effective. Younger children require close supervision, as sharing and taking turns is not always part of their routine.
- Students make connections between areas of learning, particularly in Islamic education, Arabic as a Second Language (ASL), and social studies. They make connections between their learning and real-world situations, but their teachers sometimes direct these.
- Older students occasionally use learning technology and engage in research; however, this is not a common feature of most lessons. Students' innovation, enterprise, critical thinking, inquiry, and independent learning skills are underdeveloped. Children in KG rarely develop their creativity and inquiry skills or find things out for themselves through play-based learning.

### Next Steps:

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1. Improve students' sense of responsibility for their learning and their engagement in self-reflection to know their strengths and how to improve their work.
2. Enhance students' collaboration skills and foster sharing and turn-taking among children when working in groups.
3. Facilitate students' critical thinking, research, and independent inquiry skills, as well as nurturing children's creativity and innovation through play-based learning in kindergarten.

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

## Personal Development

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Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Acceptable	Acceptable	Acceptable	Acceptable

### Findings:

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- Students generally have positive and responsible attitudes in their classes and across the school. In KG, children respond well to staff instructions and feedback. However, in lessons in the elementary, middle and secondary phases, there is much reliance on support from teachers, which inhibits students from practicing independent learning. While students realize that teacher feedback helps improve their learning, the opportunities for critical feedback are inconsistent. Peer feedback is not evident.
- Children and students across all phases exhibit positive behavior. They demonstrate self-discipline in lessons and different parts of the school. Most are clear about the school behavior code of conduct, resulting in minimal bullying incidents. In KG, children understand class routines, resulting in a safe and productive environment. Senior students show increasing independence and respect for upholding school values. Bullying is rare.
- Children and students have respectful and friendly relationships with one another and with teachers and staff. They are courteous and supportive of each other. They eagerly participate in school sports teams and activities.
- The school's canteen is currently not operational, however, students generally tend to follow healthy eating habits and make wise food choices as per the school's guidance. There are student food monitors who voluntarily assist their schoolmates in maintaining healthy eating habits. Nonetheless, in KG and elementary school, students occasionally bring chocolates to share with their classmates to celebrate birthdays.
- The attendance rate from the beginning of the academic year, at 92%, is acceptable. Students generally arrive punctually for school and lessons throughout the day. However, a few students consistently arrive late in the morning.

### Next Steps:

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1. Raise attendance to at least 94% across the school and punctuality in arriving in the morning.
2. Enhance students' skills in independent learning and risk-taking during lessons with less direction from the teacher.

# Understanding of Islamic values and awareness of Emirati and world cultures

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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:

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- Students across all grades demonstrate an adequate understanding of Islamic values and practices. Their understanding of how these values are integrated into UAE society is sufficient. This is reflected in their use of greeting expressions and encouragement, which are preferred in Islam.
- Across the school, students demonstrate a clear understanding and appreciation of UAE heritage and culture. This is evident through students' projects, presentations, wall posters, and artifacts that celebrate UAE culture, history, and achievements. They enthusiastically participate in Flag Day, National Day, and Martyrs Day. However, they do not initiate and lead events further to deepen their knowledge and understanding of UAE heritage.
- All students demonstrate a clear understanding and appreciation of their own culture. However, their knowledge and appreciation of other world cultures are basic. Students are only occasionally engaged in events that celebrate other world cultures.

## Next Steps:

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- Enhance students' knowledge and understanding of various world cultures and integrate this knowledge into lessons.
- Deepen students' knowledge and appreciation of the UAE's heritage and culture.

## Social responsibility and innovation skills

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

### Findings:

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- Students at the school participate in activities that have a positive impact on both the school and the wider community. The Student Council effectively represents the student body's interests. Students are empowered to take on various leadership roles such as class prefects and eco-warriors. Class leaders in the elementary, middle, and secondary phases are responsible for organizing students and maintaining classroom cleanliness. Middle phase students possess a strong understanding of environmental issues and have demonstrated this through their active participation in beach cleaning.
- Students are motivated to learn in lessons. Across all phases, children and students demonstrate the potential to take initiative, and occasionally, they suggest creative ideas and make suggestions. However, they are seldom given the opportunity to practice and develop innovation and entrepreneurship skills, resulting in their being mostly passive learners in these areas. Students' innovation, enterprise, and entrepreneurial skills across all phases are inconsistent.
- Throughout all phases, students demonstrate a basic understanding of conservation. They participate in environmental schemes like recycling, sustainability, and beach-cleaning projects. However, these initiatives are still in their early stages and lack student initiation. Students recognize sustainability themes in nearly every school activity, including morning assembly. However, their contribution to local and global conservation efforts remains limited.

### Next Steps:

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1. Improve students' volunteering skills, particularly in elementary, middle, and secondary, focusing on active involvement within the local community.
2. Improve children's and students' innovation, enterprise, entrepreneurship, and creativity skills in and out of lessons in all phases.
3. Enhance students' contribution to the UAE's local and global conservation efforts.

# PS3: Teaching and Assessment

## Teaching for effective learning

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

### Findings:

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- Most teachers are secure in their subject knowledge. A minority of teachers are insecure about how students learn.
- Most lessons are planned with appropriate learning objectives aligned with the CBSE curriculum standards and shared with students. Plans are not always fully implemented in all subjects because teachers' effective use of time is variable, particularly in mathematics. Students of determination and gifted and talented students are not catered for in lesson plans. Teachers inconsistently provide environments that encourage learning. Resources are adequately used to meet the needs of most students. However, they are not always effectively used to encourage inquiry and playful learning in KG and elementary or to differentiate activities to engage the wide diversity of students, especially in middle and secondary.
- In most lessons, teachers engage students well in learning, ensuring they are making at least the expected progress. In a few primary lessons in Arabic and Mathematics, engagement is limited. In a few lessons, teachers dominate classes, and students are rushed through activities. Across all subjects and the school, questioning is relevant, ensuring most students are engaged in learning but inconsistent in challenging students to think more deeply or critically, research, present, and evaluate the work of peers. Opportunities for discussion and dialogue are variable across the school.
- Teachers use strategies that meet the needs of most students. Appropriate challenge and support vary in all subjects across the school. As a result, not all groups of students make sufficient progress in lessons, particularly students with additional learning needs, including students of determination. Teachers across all subjects provide general challenges and support to help students meet expectations. However, this is insufficiently personalized for higher-attaining students, especially in the English medium subjects.
- Teachers rarely develop students' critical thinking, problem-solving, innovation, and independent learning skills. There are inconsistent opportunities for students to engage in hands-on projects across the school. In the more effective lessons, there is occasional encouragement for exploration and experimentation, particularly in Islamic education, UAE Social Studies, and science. Teachers inconsistently encourage students' independent learning and research skills with heavy reliance on textbook work.

### Next Steps:

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1. Enhance the teacher's questioning skills and effective use of prompts to promote dialogue and debate to extend students' learning.
2. Reduce the time teachers spend talking in lessons and ensure there is sufficient time for students to engage in active learning that meets their needs.

3. Increase opportunities for students to develop their critical thinking, problem-solving, innovation, research, collaborate, and present their findings.

# Assessment

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

## Findings:

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- Internal assessment processes are consistent with the general alignment with the CBSE curriculum standards. They offer measures of students' knowledge, skills, and understanding across all core curriculum subjects across the school but overestimate students' levels of attainment.
- The school benchmarks students' academic outcomes in English-medium subjects for grades 3–8 using ASSET standardized assessments. It does not conduct benchmark assessments in Arabic-medium subjects.
- The school effectively collates and benchmarks assessment data on students' progress against the CBSE standards. However, teachers rarely analyze individuals' and groups' performance and identify strengths and areas for improvement. Consequently, progress data for individuals and groups of students lacks detail.
- Teachers make occasional attempts to use assessment information to inform teaching strategies to meet the learning needs of students. In the more effective lessons, teachers identify some areas where students may need additional support or challenge, making occasional adjustments to planned teaching. This is inconsistent in most lessons.
- Teachers understanding of students' individual strengths and weaknesses is inconsistent. There is a lack of personalized support to address individual students' needs across the school. Teachers generally offer feedback to students. However, it is not always constructive, and feedback loops are limited. Students are occasionally encouraged to participate in assessing their own learning and that of their peers.

## Next Steps:

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1. Ensure assessment data provides a more accurate and reliable measure of student outcomes.
2. Ensure that assessment information is analyzed to show the progress of the different groups of students.
3. Use assessment data effectively to differentiate more extensively the content, processes, and activities related to subjects' learning outcomes, better matching the learning needs of identified groups.

# PS4: Curriculum

## Curriculum design and implementation

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

### Findings:

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- The school follows the Indian National Curriculum Framework (NCF) for all grades. The school is licensed to prepare students for Central Board of Secondary Education (CBSE) examinations in grade 10. The KG curriculum uses best practices recommended by NCF to design an appropriate curriculum. A broad range of subjects and programs in all phases meet the licensed curriculum's requirements. The curriculum meets the MoE requirements, offering Arabic, Islamic education, and UAE social studies. However, the duration of teaching is slightly below the recommendations for these subjects. The taught curriculum in all subjects and phases is focused on knowledge with little emphasis on skills development.
- The academic planning in school is adequate to ensure the subject content is systematically delivered in each school term. However, lesson planning does not fully consider the existing knowledge or starting points to meet the learning needs of students. As a result, there are gaps in learning, and not all students are adequately prepared for the next phases of education across the school.
- The curriculum offers three language choices: Hindi, Malayalam, and French in elementary and middle. However, there is no choice in art and physical education subjects in middle and secondary.
- Cross-curricular links are relevantly planned in most lessons across subjects and phases. These links are well established in the majority of the lessons and facilitate effective transfer of student learning between subjects in Arabic, Islamic education, and UAE social studies. The links are particularly effective in lessons when KG students greet visitors in the Arabic language and compare the Arabic numbers with those in English. However, these planned links are not effectively delivered to facilitate students' transfer of learning in English, mathematics, and science lessons across the school.
- The school has implemented a regular review of its curriculum to ensure that it meets the expectations set by CBSE. As a result of this review, the school has identified the need to offer two levels of mathematics in secondary school. To identify the different levels of student achievement, the curriculum review takes into consideration the student outcomes from internal assessments conducted every term. However, the taught curriculum has not yet been modified to cater to the needs of all groups of students based on the analyzed outcomes.

### Next Steps:

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1. Ensure teaching time for Arabic medium meets regulatory requirements.
2. Ensure the planned cross-curricular links are effectively delivered in lessons so the students can transfer learning across subjects, particularly in English medium subjects.

# Curriculum adaptation

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

## Findings:

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- The lessons are engaging for most students, but some key subjects lack challenge. Teachers are inconsistent in modifying the curriculum content to meet the needs of student groups. In some lessons, modifications are sufficient for students with additional learning needs, including students of determination, enabling them to make expected progress toward their targets. However, most lessons are not modified enough to provide challenges for higher-attaining students and those who are gifted and talented.
- The curriculum in this school is primarily based on textbooks, with limited opportunities for hands-on or creative learning experiences. However, the school offers various extracurricular activities such as theme-based activities in Kindergarten, activity clubs, after-school coaching programs, inter-school competitions in both sports and academics, and morning learning sessions, which provide adequate opportunities for students to engage in non-academic activities. Although innovation is not a consistent feature across the school, there are some examples of innovative programs such as the 'Renovation Gala and Disc Ovation Exhibition' in Kindergarten. Additionally, many students participate in social programs such as supplying food to the needy, working with the Red Crescent charity, participating in pile-up campaigns, and contributing to best-out-of-waste initiatives.
- The curriculum provides a relevant and adequate range of learning opportunities for the students' understanding and appreciation of the UAE national identity. The displays in the corridors, classrooms, and school functions enable all students to develop an adequate understanding of the UAE's values and culture. The Arabic, Islamic and UAE social studies subjects have integrated learning opportunities for the students to develop UAE values and culture. However, this is not a consistent feature across all lessons, particularly in the English medium subjects.

## Next Steps:

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1. Provide diverse and practical learning opportunities for all students to develop innovation, enterprise, and creative skills.
2. Enhance the learning experiences across the school, leading to a deeper understanding of the UAE's culture and society by all students.

# PS5: The protection, care, guidance and support of students

## Health and safety, including arrangements for child protection / safeguarding

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Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

### Findings:

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- The school has effective procedures for the safeguarding of students, including child protection. The arrangements and policy are well-articulated and shared with students, parents, and staff. The staff at the school receives internal training and updates to the policy. However, this practice is inconsistent with the new staff.
- Parents are well informed about the policy through updates uploaded on the school website, as well as through regular newsletters and circulars. The school takes effective measures to ensure students are protected from harm and bullying, including cyberbullying. Students know who to approach and talk to in cases of harassment or abuse.
- The school provides a safe, hygienic, and secure environment and meets the requirements for health and safety. Staff members understand their roles and responsibilities. The health and safety officer follows them up. Safety checks are regular features at the school, and students are very well supervised around the school, including on school transportation. Bus supervision routines are regular and effective. Thorough risk assessments are conducted at the school when planning activities that take place at school and on excursions during sports events and educational visits. Fire evacuation drills are regular and are compliant with the Civil Defense requirements.
- Detailed and comprehensive records of maintenance are kept and regularly updated. The buildings and equipment are sustained in sound repair. An internal maintenance team conducts regular checks on the buildings and resources, ensuring school premises are adequately maintained, and all learning and play areas are safe. However, the gymnasium and multi-purpose hall have glass windows, which could pose a risk of injury from accidental collisions or breakage. External organizations manage various health and safety matters, including the alarm system, school site security, CCTV cameras, water tank maintenance, and cleaning services. Two licensed nurses manage the clinics and conduct routine medical examinations. Students' medical records, medical supplies, and follow-up records are organized and regularly updated. Medications are securely stored in a locked cabinet, and an external authority disposes of medical waste.
- The school ensures safe learning environments in its different buildings and classrooms. The school buildings and all parts of the school are accessible to all, including students with physical disabilities and mobility restrictions who can access school lifts. Safety measures are in place, and emergency kits are available around the school and on school transport. The outside playgrounds are spacious, clean, and fit for purpose.

- The school adequately promotes safe and healthy living. Planned activities such as physical education lessons are allotted in the timetables, and students participate and compete in sports tournaments and competitions. There are outdoor and indoor play areas that are very well-shaded, offering students protection from sun and heat. The school regularly promotes healthy foods and the importance of maintaining healthy lifestyles. However, students are unable to access the school canteen because of its non-operational status. Students bring their own food to school, but their selections do not always align with healthy food and snack options.

### **Next Steps:**

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1. Ensure continued awareness of health and safety policies, particularly for new staff members and students.
2. Ensure the windows in the gymnasium and the multi-purpose hall are made safe with suitable protective coverings.
3. Ensure the promotion of healthy food is more effective, so all students bring healthy food choices.

## Care and support

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

### Findings:

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- Teachers and staff maintain courteous relationships with all students based on mutual trust and respect. Teachers know most of their students well and are aware of their social, emotional, and physical needs. Teachers' knowledge of all students' academic needs is less well-developed. The school has an effective approach to managing students' behavior, and both students and parents are well-informed about behavioral expectations and codes of behavior. Positive behavior standards are regularly communicated and shared with families and students.
- The school's systems for managing attendance and punctuality are adequate. However, measures that aim at improving and sustaining higher attendance and punctuality are not always effective. Parents are notified of any concerns regarding their child's attendance and punctuality.
- Procedures for identifying gifted and talented (G&T) students are not consistently in place. The school has identified 17 students with additional learning needs, and another 16 are under observation. These numbers do not adequately reflect effective procedures or the inclusive policy of the school. The school does not have a special education needs coordinator (SENCO), and the inclusion and wellbeing department is jointly led by a social worker, a counselor, and a support teacher. Procedures for identifying gifted and talented (G&T) students are not consistently in place.
- The school provides limited support for students with additional learning needs, including students of determination in intervention sessions. Support and intervention observed during lessons by subject teachers are inconsistent. Students receive limited in-lesson support from the inclusion team. The needs of gifted and talented students are mainly addressed outside of classrooms; however, in lessons, teachers rarely provide sufficient challenges or effectively plan to meet their needs. The school acknowledges the need to strengthen and enhance the provision and support for students with additional learning needs and those who are gifted and talented. There is currently no dedicated support system in place for them.
- The level of care and guidance provided by the school counselor and pastoral team to promote the well-being and personal development of individual children and students at the school varies and lacks consistent monitoring. Most students receive advice and guidance from teachers on a range of matters, mainly related to their personal development. The staff designated to guide and ensure the well-being of students may not be sufficient to cater to the needs of the large number of students at the school.

### Next Steps:

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1. Improve procedures to improve and sustain higher attendance levels and improve punctuality.
2. Ensure the windows in the sports halls are made of safe material.
3. Adopt more rigorous procedures to identify children and students with additional learning needs, including students of determination and those who are gifted and/or talented.
4. Strengthen protocols to support all students better, including the higher achievers, students identified

with additional learning needs, and those who are gifted and talented at school, both in lessons and during pull-out sessions, and ensure they are provided with ample opportunities to further extend their learning.

# PS6: Leadership and Management

## The effectiveness of leadership

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Performance Indicator	Quality judgement
The effectiveness of leadership	Acceptable

### Findings:

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- The senior leadership team, comprised of the principal, vice principal, and five section heads, demonstrates an appropriate commitment to the UAE's national priorities and inclusion. They have developed a nurturing learning environment at the school that is fully inclusive of students of different abilities and backgrounds. However, the school's commitment to inclusion is not yet sufficient for students with additional learning needs, including students of determination and those gifted and talented.
- The senior leadership team is committed to aligning UAE's priorities with the values and objectives of the Indian CBSE curriculum on which the school's provision is based. The principal shares a clear direction with staff and students, emphasizing the importance of tolerance, promoting UAE identity, and students become environmentally aware young citizens.
- The senior leadership team is supported by section and subject heads of departments. While they possess basic knowledge of the curriculum, teaching, and assessment, their proficiency in planning and delivering engaging and challenging curriculum content, as well as their grasp of best practices in teaching and assessment, varies.
- Professional and friendly relationships and effective communication channels exist throughout the school. The principal adequately delegates leadership responsibilities, ensuring students generally receive the appropriate care, guidance, and support. Leaders at all levels are aware of their roles and responsibilities but are yet to be formally held accountable for outcomes. Morale at the school is very positive.
- The principal and school staff are generally aware of the school's improvement priorities. They are primarily focused on improving classroom teaching to match the best practices at the school and preparing students for the first round of CBSE external examinations. The senior leadership team recognizes the importance of enhancing the skills of middle leaders, particularly in accurately evaluating teaching quality and monitoring students' attainment and progress in classrooms. The impact of these efforts remains inconsistent, but overall, the school has adequate capacity to improve further.
- Accountability for student standards is collectively shared among subject staff, and the section heads, but their impact on improving the quality and impact of teaching and learning in the classroom is limited. They maintain an overall adequate school performance. They ensure that the school is compliant with statutory requirements, although there is a slight shortfall in the aggregate number of minutes allocated to the Arabic medium subjects.

### Next Steps:

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1. Ensure all leaders have a secure knowledge of best practices in teaching and assessment.

2. Hold all staff accountable for student outcomes Using more reliable and accurate assessment data that are effectively linked to the curriculum outcomes.
3. Ensure that the school's commitment to inclusion is implemented effectively.

# School self-evaluation and improvement planning

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

## Findings:

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- The senior leadership team involves middle leaders in the self-evaluation process (SEF) and seeks input from the parents' council to gather their perspectives on areas that need improvement. Input from individual teachers is minimal. The SEF relies solely on internal assessments, with judgments that do not always accurately represent students' achievement. The senior leadership team knows the strengths of the school, particularly in terms of students' personal development and the school's inclusive learning environment. They are aware of the areas for development, particularly in improving classroom teaching.
- The monitoring of teaching and learning is regular and conducted by senior and middle leaders. They undertake at least three formal classroom visits per term for each teacher and offer constructive feedback. These are supplemented by daily walkthroughs undertaken by the principal, vice principal, and section heads. They mostly provide relevant feedback that is focused on student learning. Few teachers have responded sufficiently to this feedback to provide more student-centered activities with less direct teacher talk.
- The school's development plan is based on its self-evaluation and follows the ADEK template. Thus, it is comprehensive, covering all aspects of the school. However, the plan does not have a robust linkage between success criteria and students' academic outcomes.

## Next Steps:

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1. Ensure the SEF is based on multiple sources of evidence, including accurate internal and external assessment data.
2. Ensure that all teaching monitoring has a clear focus on students' learning, such as promoting student-centered learning, stretching and challenging all students, and activities that promote students' higher-order learning skills.
3. Review the school development plan to ensure that the success criteria are linked to students' outcomes.

## Parents and the community

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Performance Indicator	Quality judgement
Parents and the community	Acceptable

### Findings:

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- The school has a functioning parents' council. The council provides advice to the school and functions as a conduit for parents' concerns or ideas. Activities to explicitly support students' learning are currently limited. However, parents are appreciative of school events organized for them, including a range of exhibitions, 'meet and greet' days, and the 'mum and me' day in KG. The school surveys parents, seeking their opinions and satisfaction regarding school initiatives. Parents' overwhelming satisfaction with the school was corroborated when meeting the parents.
- The school's communication channels with parents are effective. The school uses various communication methods, such as social media applications, email, and a well-received portal where parents can view their children's schoolwork and communicate with the school. Parents receive weekly updates on what students have been studying during the week and what their children will be studying the following week.
- The school shares a progress report with parents at mid-term and end of each term. The reports provide information about their child's academic progress and personal development. Parents are appreciative of the access to view their children's work on the portal. Information on students' next steps is limited. Parents also appreciate the open access to the principal and teachers.
- The school has established an effective partnership with its sister school, sharing best practices and organizing competitions in sports and academic areas. The school is actively involved with Abu Dhabi's sports organizations, gaining notable success in football and martial arts. The school's connections have yet to have a positive effect on students' academic development. The school's ties with international organizations are limited.

### Next Steps:

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1. Provide opportunities for parents to provide more explicit support for students' classroom learning.
2. Improve the school's national and international links to assess how they can be used more effectively to impact students' learning.
3. Provide parents with more information on students' next steps in their learning.

## Governance

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Performance Indicator	Quality judgement
Governance	Acceptable

### Findings:

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- The Board of Governors has representation and consultation from local businesses and parents. The views of the students are not explicitly sought. The owner of Sunrise International and its sister school also acts as Chairman of the Board. The governors have a keen interest in the success of the school, having opened the school in 2022 and planning to make it the largest Indian curriculum school in Abu Dhabi, eventually with over 7,000 students. The chairman visits the school every few days to check that the school is functioning effectively. Governors have sufficient knowledge about the school's needs to provide inclusive education for students of Indian heritage and ensure that the school is appropriately resourced, for example, by putting smart boards in every classroom. However, they have yet to be briefed on the need for more subject-specific resources in classrooms.
- Governors generally monitor school performance but have yet to set quantifiable performance indicators to hold leaders accountable for the quality of the school's performance, including the achievements and personal development of all students. All matters related to the planning and delivery of the curriculum are left to the principal. They participate in regular meetings with the principal to gain knowledge about the school's performance, address various issues, and maintain accountability for the quality of the school's performance. However, this latter is currently too general to fully hold into account the school in general and the senior and middle leaders in particular.
- The Board exerts a positive influence on the school and has invested a huge amount of resources into its development. In addition, they are actively involved in the continuing development of the school's premises and facilities, including preparing the swimming pool, equipping the large sports hall, and resourcing the school's science laboratories. The board ensures that the school is fully staffed and recognizes that maintaining high-quality teachers remains a challenge.

### Next Steps:

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1. Set more explicit, quantifiable indicators to monitor and assess the overall performance of the school, as well as that of the senior and middle leaders.
2. Ensure the Board of Governors is informed of any shortfalls in subject resources.
3. Ensure the views of students are actively sought and acted upon.

# Management, staffing, facilities and resources

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

## Findings:

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- The day-to-day management of the school effectively ensures a safe and secure environment for a very large number of students. School operations are well organized and foster an inclusive environment. However, the school arrangements where teachers move to classes and lessons are mainly 35 minutes in duration often mean lessons are too short for effective learning and classes are left unsupervised. Routines and procedures, including students' arrival and dismissal times, are effective.
- Staff are suitably qualified and approved by the relevant Indian and UAE authorities. The senior and middle leaders offer staff development to enhance the quality of teaching, but this has yet to have a significant effect on student learning in lessons. There is no dedicated Head of Inclusion, although the school has a counselor, social worker, and teacher of students of determination to oversee the process of identifying and supporting these students. The arrangements for the monitoring of individual student's academic and personal development are limited, with section heads having very large numbers of students for them to carry out this function effectively.
- The school premises are extensive, with specialized facilities in place or in the process of being prepared for use. Outdoor facilities include three large areas for sport and play, with a wide range of sports or play equipment. The recently opened large indoor sports hall is yet to be fully equipped and requires protective guards for the glass windows and the metal goals. The school has dedicated science laboratories in each of the school's four blocks, but these are yet to be equipped with relevant science equipment and seating. Staff are appropriately designated. Classrooms for students with additional learning needs, including students of determination, are limited and not yet well equipped with suitable resources. Classrooms are of a suitable size and are equipped with smartboards, but they are invariably dull, with little displays on the walls. The school has ramps on the ground floor to provide accessibility and accommodate those with mobility challenges. There are elevators in all the buildings.
- The school's subject resources are currently limited. Classrooms do not provide a stimulating environment for students, particularly high-achieving students, with little to promote learning in a subject-specific environment. Every classroom has a smartboard, which teachers use in their teaching but mainly just for showing videos, pictures, or PowerPoint slides with little interaction with and between students. There is a general lack of subject-specific resources to support investigations and hands-on learning, especially in primary, with teachers just relying on what they have on their laptops. Resources for students with additional learning needs, including students of determination, are limited.

## Next Steps:

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1. Accelerate the process for the appointment of a Head of Inclusion.
2. Revise the current arrangements for delivering the curriculum, particularly the daily timetabling of lessons and the movement of teachers to classrooms, to prevent loss of learning time, provide a more stimulating, subject-rich learning environment for students as well as fully meet all statutory arrangements.

3. Provide and ensure the use of a wider range of relevant, current subject and technology resources to support student learning, particularly in developing their research, problem-solving, and digital competencies.

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