



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

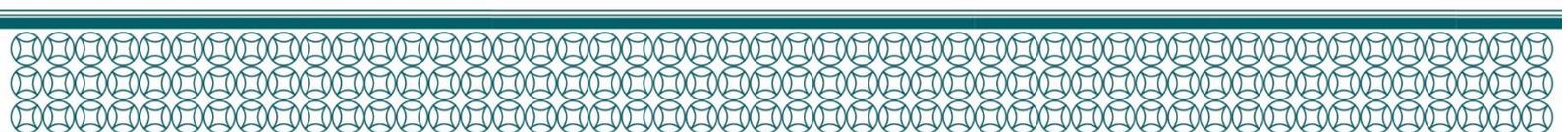
Inspection
Report of

Global Indian International School

Overall
Effectiveness

Good

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Global Indian International School		
School ID:	9266	School phases:	KG to Grade 10
School Council: **	NA	Fee range and category*	AED10,300 to AED12,000 Low
School curriculum: *	Indian	Email:	globalindianint.pvt@adec.ac.ae
Address:	Baniyas East, Abu Dhabi	Website:	https://ae.globalindianschool.org/abu-dhabi
Telephone:	+971 (0) 26424 881		

Staff Information			
Total number of teachers	100	Turnover rate	37%
Number of teaching assistants	27	Teacher- student ratio	1:12

Students' Information				
Total number of students	1,658	Gender	Boys and Girls	
% of Emirati students	0%	% of SEN students	1%	
% of largest nationality groups	Indian 88%	Pakistani 6%	Afghan 3%	
% of students per phase	KG 44%	Primary 46%	Middle 9%	High 1%

Inspection Details				
Inspection date:	from	04/02/1440	to:	07/02/1440
		14/10/2018		17/10/2018
Number of lessons observed:	120	Number of joint lessons observed:	10	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- This relatively new school opened in 2015. The current principal has been in post for a year. The student population has increased by 27% since the last inspection and continues to be transient. Only 12% of the current student population have been in the school since it opened. The kindergarten (KG) section accounts for 44% of the school, primary 46%, middle 9% and high 1%. The first cohort of 22 Grade 10 students will sit their Central Board of Secondary Education (CBSE) examinations in 2019. Teacher turnover is at 37%.
- The overall performance of the school is now good because achievement of the majority of students in most key subjects is above curriculum standards. The broad curriculum and good quality of teaching overall have been improved by effective leadership, self-evaluation and improvement planning. Although students often arrive with low levels of attainment, they make good progress. Students benefit from a very caring and supportive learning environment but do not always experience sufficient challenge in their learning, and achievement in Arabic as a second language remains weak.

Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> • Achievement in core subjects is good except for Arabic which remains weak and mathematics where it is acceptable. • Although students arrive with low attainment, they make good progress overall in most subjects. More able, and gifted and talented (G&T) students do not always make the progress of which they are capable in lessons. • Students engage in lessons and cooperate well. They demonstrate enquiry, critical thinking, and technology skills in a range of extracurricular lessons but not as much in core subjects. 		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> • Students' personal development is very good. They show positive attitudes to learning, very good relationships, very high standards of behaviour, and a commitment to safe and healthy lifestyles. • Students' understanding of Islamic values and awareness of Emirati and other world cultures is very good. • Students demonstrate strong innovation skills and initiative in extracurricular activities, but these are less developed in lessons. 		



Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> Teaching has improved from acceptable to good overall, but remains weak in Arabic. Teachers plan lessons which interest and motivate students and enable them to be successful learners. Assessment has improved from weak to acceptable. Internal assessment processes are coherent, but teachers' use of assessment in lessons does not consistently help students understand how to improve their work. 		

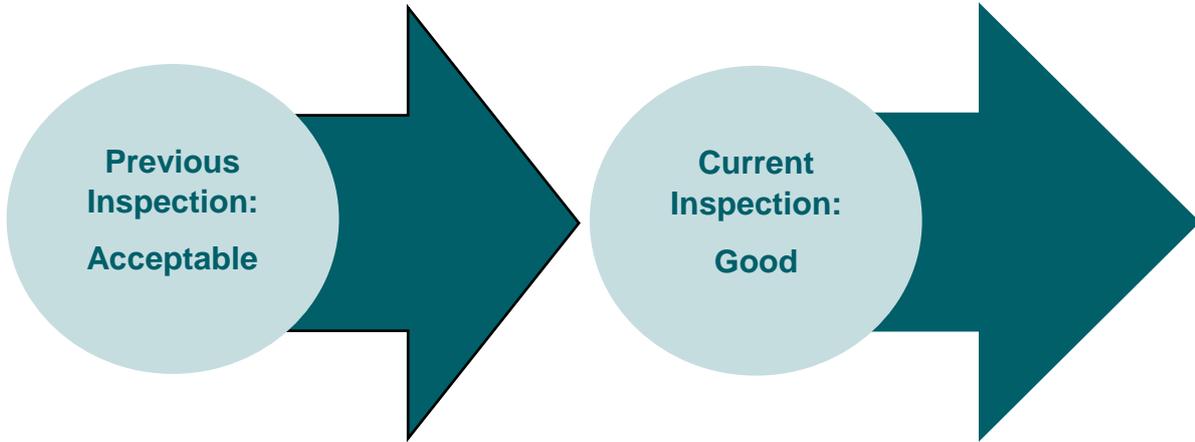
Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> The school offers a broad range of subjects to enhance students' learning. Very good extra-curricular opportunities and projects are provided to promote leadership, enterprise and innovation. Curriculum review has not resulted in well planned continuity and progression, especially in Arabic, or modification of the curriculum to provide activities which fully meet the needs of all students. 		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> Arrangements for the health and safety of students, including safeguarding, are very good. Staff-student relationships, behaviour management, and promotion of attendance and punctuality are very strong. Although the school has improved its systems to identify special educational needs (SEN) and G&T students, provision for G&T students in lessons does not sufficiently extend their learning. 		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> Senior leaders' clear vision is shared at all levels and with the school community. Focused self-evaluation and improvement plans have resulted in improved teaching and achievement except in Arabic. The monitoring of teaching has not yet led to best practice being embedded across the school. 		



Progress made since last inspection and capacity to improve



- Progress has improved overall since the last inspection in all subjects except Arabic. Internal assessment procedures have been strengthened and students' achievement is now tracked. Teaching quality has risen as teachers have engaged with this data but they do not yet plan consistently to address the full range of learning needs. Identification of SEN and G&T students has improved. Students' learning skills have improved as teachers have provided further opportunities for their development.
- Quality assurance approaches are more effective. Self-evaluation and improvement planning are thorough and involve all teaching staff. Teaching is monitored regularly and internal and external professional development, linked to evaluations from monitoring, has ensured that teachers now use an increased range of strategies and resources, particularly in Kindergarten (KG).
- Leaders have identified areas of the school requiring improvement, including Arabic. They have ensured that all staff have received relevant professional development but the quality of teaching as yet remains acceptable overall in middle phase and weak in Arabic.
- Leaders have made significant progress in addressing almost all of the recommendations of the last inspection. The school has shown sustained improvements in all key areas. Leaders have a clear understanding of what still needs to be done. Overall, school leaders' capacity to improve the school is good.



Provision for Reading

- The school library offers an attractive reading environment, well stocked with suitable material for all age groups for English medium subjects. There are too few books in Arabic, Hindi and French.
- All classes have regular library reading periods where students enjoy reading a range of books in English. Teachers make the development of students' reading skills a priority in English but not in Arabic. Occasionally older students read to younger ones in Arabic, but generally there is insufficient encouragement for students' reading in this subject. Teachers encourage students to read at home and to record their thoughts about what they read.
- Teachers of all languages taught receive regular professional development for improving reading. This has been used successfully to develop the teaching of reading in English.
- Opportunities for individual reading, guided reading and class reading are suitably embedded within the curriculum across the school for English but less so for other languages. Students' progress in English reading skills is carefully monitored.
- The school cultivates reading as part of its culture by promoting it in assemblies, through regular library lessons, shared reading at home and in professional development sessions for teachers. Gifted students are encouraged to write, illustrate and publish their own books.





Key areas of strength and areas for improvements:

Key areas of strength

- Students' improved achievement in most subjects.
- Students' personal development, their positive attitudes to learning, and their interactions with others.
- Understanding of Islamic values and awareness of Emirati and world cultures
- The breadth and range of learning opportunities.
- The protection, health and safety, and welfare of students.
- The vision of school leaders.

Key areas for improvement

- Raise achievement in all subjects and especially in Arabic, by:
 - employing innovative approaches to remove barriers that hinder raising achievement in Arabic, for example in the use of resources to improve differentiation
 - improving students' conversational Arabic, reading and writing skills
 - improving continuity and progression in learning, particularly in Arabic, through careful review
 - raising expectations and challenge for all groups, but particularly more able and G&T students, by challenging them to think, explain, estimate, imagine and express a point of view
 - increasing opportunities for students to innovate, create, and use technology in lessons through practical activities.
- Ensure consistently high quality in teaching across subjects and phases, and especially in Arabic by:
 - ensuring questioning and differentiation, including that to extend the more able, is effective, especially in middle phase
 - continuing to share good practice, particularly between language departments, to improve teachers' skills in Arabic
 - further use of the monitoring of teaching to embed best practice across the school, including ensuring high quality targeted support to help individual teachers to develop effective teaching strategies
 - training teachers to use learning technology and other resources to further challenge students and deepen their understanding in all core subjects.
- Improve the use of assessment by:
 - planning work in lessons that matches more closely the needs of more able and G&T students
 - ensuring feedback and marking is effective so students know what they have done well and how they can improve
 - regularly involving students in self-assessment and peer assessment
 - developing the use of benchmarking internal assessments to international standards.



Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Arabic (as additional Language) *	Attainment	N/A	Weak	Weak	Weak
	Progress	N/A	Weak	Weak	Weak
Social Studies	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
Science	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Good	Acceptable	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good
Learning Skills		Good	Good	Acceptable	Good

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Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is good and has improved since the last inspection.• Attainment is good. Internal assessment indicates outstanding attainment. In lessons and students' work attainment is good because the majority of students attain levels above the curriculum standards. Students' recitation of the holy Qur'an and Tajweed skills are good.• Students make good progress in all phases because they progressively develop strong learning skills overall. They progress well in applying their knowledge and understanding of Islamic values in everyday life, although their understanding of Islamic concepts is not always fully developed. The use of technology and research to broaden their understanding are not common features of students' learning.
Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a second language remains weak.• Attainment is weak. Internal assessment indicates attainment is outstanding in primary and good in middle phase. In lessons and students' work attainment is weak because less than three quarters of students are attaining levels in line with curriculum expectations. Their reading, writing, speaking and listening skills are underdeveloped.• Students make weak progress because their learning skills are not secure, and resources and time are not used effectively in lessons. Students' recall of Arabic vocabulary, although a strength, is rarely applied in their learning. Students' conversational Arabic is underdeveloped as there are limited opportunities to practice this.• More able, and gifted and talented (G&T) students do not make enough progress because work is insufficiently matched to their needs.
Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is now good overall.• Attainment is acceptable. Internal assessment indicates that attainment is very good. In lessons and their work, most students demonstrate knowledge and understanding in line with curriculum expectations.• Students make good progress in developing their understanding of UAE history and geography through discussion, for example of key landmarks, government and national identity and the national economy. Links with other subjects, assemblies, extracurricular activities and competitions deepen students' understanding.• Less able students are supported well in their learning, however the more able do not make enough progress because they are not sufficiently challenged.



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English	<ul style="list-style-type: none">• Students' achievement in English is now good.• Attainment is good in all phases. Internal assessment indicates attainment is very good overall. In lessons and their work, the majority of students attain above curriculum standards.• Students make good progress in all phases because teachers help students work positively and with focus to develop strong skills in speaking, listening, reading and writing. KG children acquire good phonics knowledge through a variety of games songs and cartoons and read and write short phrases accurately. By Grade 10 students accurately articulate their ideas and write good quality summaries of their discussions. Occasionally students' speaking, and extended writing skills are relatively less developed.• More able and G&T students do not always make enough progress, especially in primary phase, due to insufficient challenge.
Mathematics	<ul style="list-style-type: none">• Achievement is acceptable overall. In lessons and students' work, attainment is good in KG and high phase and acceptable in primary and middle phases. Internal assessment indicates attainment is outstanding in KG and primary and weak in the middle phase.• Students make good progress in KG and high because teachers work with them to develop generally secure number skills. Students make good progress in developing their mental mathematical skills. Children in KG demonstrate good understanding of mathematical concepts through integrated activities in which they apply their knowledge. Grade 10 students deepen their understanding through investigations. In primary and middle phases, students are less confident to interpret problems independently because their mathematical understanding is less secure. Progress has nonetheless improved in primary since the last inspection.• More-able students do not always make enough progress because they are not consistently challenged.
Science	<ul style="list-style-type: none">• Achievement in science is now good overall.• Attainment is acceptable overall. In lessons and students' work attainment is good in high and acceptable in other phases. Internal assessments indicate attainment is outstanding in KG and primary and weak in middle phase. Students' knowledge and understanding of scientific concepts are in line with curriculum expectations overall.• Progress is good overall. It is acceptable in middle and good in other phases. Students' development of investigative and practical skills is less strong than their progress in gaining scientific understanding.• More-able students do not make sufficient progress because work is not consistently tailored to their needs.



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Other subjects	<ul style="list-style-type: none">• In art students use a range of media, techniques and equipment to produce imaginative work of high quality.• In music they sing tunefully, with good expression and intonation. They gain a range of rhythmic skills using table and full drum kits.• In physical education (PE), dance and yoga students develop strong physical, coordination, and teamwork skills.• In information and communication technology (ICT) students use a variety of software with confidence and program using procedures, and in robotics Grade 1 students can build a motorized kit.• Students steadily develop their language skills in French, where they develop sound oral fluency, reading and listening comprehension skills. In Hindi their listening and speaking skills are more developed than those of reading and writing.• Overall, students develop and extend their independent skills, interpersonal skills and confidence. They actively engage in making choices and developing their imagination.
Learning Skills	<ul style="list-style-type: none">• Students' learning skills are good overall. They are good in KG, primary and high phase, and acceptable in the middle phase. In Arabic they are weak.• Students engage well in lessons. Children in KG develop increasing independence and responsibility and can work without intervention from the teacher. In middle phase students are sometimes dependent on the teacher, and may passively work through tasks rather than challenging themselves.• Students' demonstrate well-developed communication and collaboration skills through class discussions, assemblies, and presentations.• Students make strong links in their learning between subjects and with the wider world, particularly in KG.• They develop innovative and enterprise skills well through extra-curricular activities, but less so in lessons.• Students' enquiry, critical thinking, technological and investigative skills are less well developed.



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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	<ul style="list-style-type: none">Recitation skills and application of Islamic values to daily life.Students' Tajweed skills.	<ul style="list-style-type: none">Deeper understanding of Islamic concepts.
Arabic	<ul style="list-style-type: none">Students' recall of Arabic vocabulary.	<ul style="list-style-type: none">Application of vocabulary in conversational Arabic and in writing.Reading comprehension and understanding.
Social Studies	<ul style="list-style-type: none">Knowledge and understanding of UAE history and geography.	<ul style="list-style-type: none">Progress of more able students.
English	<ul style="list-style-type: none">Students' phonics knowledge and reading	<ul style="list-style-type: none">Speaking skills.Extended writing skills.
Mathematics	<ul style="list-style-type: none">Mental mathematics skills.	<ul style="list-style-type: none">Understanding of mathematical concepts in primary and middle phase.Progress of more able students.
Science	<ul style="list-style-type: none">Knowledge and understanding of scientific concepts.	<ul style="list-style-type: none">Investigative and practical skills.Progress of more-able students.
Other subjects:	<ul style="list-style-type: none">Students' creativity and imagination in art, dance, music and robotics.	<ul style="list-style-type: none">Physical and coordination skills in PE and dance.
Learning skills	<ul style="list-style-type: none">Engagement in lessons.Making connections between areas of learning.	<ul style="list-style-type: none">Higher order thinking, enquiry and technology skills, and innovation skills in lessons.Students' responsibility for learning in middle phase.



Performance Standard 2: Students' personal and social development and their innovation skills

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Good	Good	Good	Good

- Students' personal and social development are very good overall. Their social responsibility and innovation skills are good.
- Students have positive and responsible attitudes towards learning. Behaviour and relationships are very good. They demonstrate a secure understanding of safe and healthy living, making wise choices and taking part in a range of activities including sport and the daily morning meditation. Attendance is very good at over 97% and students are almost always punctual.
- Students have a secure appreciation and understanding of Islamic values and practice these in everyday life. They are very knowledgeable and deeply respectful of UAE heritage and culture and of other cultures. They involve themselves, but do not always initiate, a range of activities including national celebrations, presenting news from the UAE and around the world in assemblies, and interviewing national and international personalities invited to the school.
- Students are aware of their responsibilities in the school community. They are willing participants and leaders in assemblies and older students take responsibility for operation of audio and video equipment and reading to KG children. They engage in some voluntary work outside the school, but for most students this is irregular.
- Students demonstrate a positive work ethic, creative ideas and enjoyment in developing their own projects. They show strong innovation skills and initiative in STEM robotics and ICT classes, but these are less developed in other lessons.
- Students keep their classrooms and playgrounds clean. They participate in a range of activities to raise environmental awareness, including discussing ways to preserve trees and conserve the environment, and taking part in the Environment Day celebration and school environmental competitions.

Areas of Relative Strength:

- Behaviour, relationships and work ethic.
- Commitment to safe and healthy lifestyles.
- Understanding of Islamic values and awareness of Emirati and world cultures.
- Attendance.

Areas for Improvement:

- Innovation skills in lessons.
- Extending involvement in voluntary work beyond the school community.



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The overall quality of teaching and assessment is good. Assessment is acceptable. In KG, primary and high phase teaching is good, but, for a small proportion of students in middle phase, there remains some inconsistency in practice. Teachers generally have good subject knowledge and plan lessons which interest and motivate students. In Arabic, teachers' skills in applying their knowledge to help students learn are weak.Teachers interact well with students and use strong questioning skills to engage and challenge them in KG, primary and high phase. In the best lessons, they use a range of strategies which match the needs of different groups of students. These strengths are less developed in middle phase. Teachers do not consistently develop students' higher order thinking, innovation and technology skills across subjects.Internal assessment processes are consistent and well linked to curriculum standards. The school is developing its use of external benchmarking through Assessment of Scholastic Skills through Educational Testing (ASSET) and CBSE testing for the new Grade 10. Leaders carefully analyse assessment data and information on students' progress is discussed amongst staff teams.Teachers use assessment information adequately to meet the needs of groups of students, but do not consistently provide activities which fully challenge the more able.Teachers have a reasonable understanding of students' strengths and weaknesses. They provide suitable verbal feedback and mark work regularly but do not always provide comment in written feedback which helps students improve their work. Students are not regularly involved in assessing their own learning.				
Areas of Relative Strength:				
<ul style="list-style-type: none">Teachers' good subject knowledge in most subjects.Teachers' planning of lessons that interest and motivate students.				
Areas for Improvement:				
<ul style="list-style-type: none">Suitably differentiated activities and questioning, especially in middle phase, which extend all groups of students, especially the more able.The effective use of assessment in lessons so that students better understand how to improve their work.Teachers' skills in Arabic.Developing students' higher order thinking, innovation and technology skills.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

Curriculum Design and Implementation:

- The overall quality of the curriculum is good. The school's implementation of the CBSE curriculum has a clear rationale and is broad and well balanced. Continuity and progression in learning are adequate, but inconsistent across subjects and least strong in Arabic.
- The school offers a wide range of subjects which includes choices for students, for example of Hindi and French from Grade 3. Cross-curricular links are strong, particularly in KG, and well managed. Good systems of review are in place which ensure effective provision in subjects except for Arabic.
- Teachers modify the curriculum adequately to meet the needs of most students, but do not fully challenge more able students.
- The curriculum includes very good opportunities for enterprise, innovation and leadership through wide-ranging extracurricular activities and STEM lessons.
- Links which allow students to develop a clear understanding through exploring and celebrating UAE society and Emirati culture are well integrated across subjects.
- Moral education occurs in timetabled lessons for grades 1-10 and is integrated in other lessons and assemblies. Teachers incorporate values of team work, peace and a cultural awareness of the moral values of the UAE and India. Values impact behaviour and good relationships across the school. The school hosts an inter-school celebration to promote the message of peace and tolerance.

Areas of Relative Strength:

- The broad range of subjects.
- Extra-curricular activities.

Areas for Improvement:

- Continuity and progression across subjects, and particularly in Arabic.
- Activities to meet the needs of all students, particularly the more able.



Performance Standard 5: The Protection, care, guidance and support of students

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">The overall quality of protection, care, guidance and support for students is very good. Care and support are good. The school has very rigorous procedures for safeguarding, including the child protection policy, and students, staff and parents are fully aware of these.The school environment is fully safe, hygienic and secure and meets the needs of all. Supervision, including on buses, is exceptionally effective. Buildings and equipment are maintained in excellent condition and detailed records kept of stringent checks on health and safety. The school systematically promotes safe and healthy living including through the work of the school nurse and wide-ranging physical education choices such as dance, yoga and swimming.Staff-student relationships are very strong and underpin very effective systems and procedures for managing behaviour. The school successfully promotes very good attendance and punctuality.Thorough systems identify and plan support for SEN and G&T students using personal plans. SEN students receive specialist support in the SEN room and generally effective support in class. G&T students are provided with opportunities to develop in extracurricular activities. However, they are not consistently challenged within lessons to extend their learning.Students' well-being and personal development are regularly monitored to provide them with good personal and academic guidance and support. Careers guidance is strengthened by visiting professionals sharing their insights.				
Areas of Relative Strength:				
<ul style="list-style-type: none">Systems to ensure health, safety and security.Safeguarding and welfare of students.				
Areas for Improvement:				
<ul style="list-style-type: none">Provision for G&T students in lessons.				



Performance Standard 6: Leadership and management

Indicators:

The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance*	Good
Management, staffing, facilities and resources	Good

- The overall quality of leadership and management is good. Schools leaders set a clear strategic direction and vision which is shared by the school community. They demonstrate a commitment to UAE national priorities and an inclusive ethos. Relationships are effective, and morale is positive. Most leaders have a secure knowledge of best practice in teaching and the curriculum, however this is not yet embedded across phases and subjects, particularly in Arabic.
- Self-evaluation and improvement planning are good. The self-evaluation form (SEF) is rigorous, and identifies realistic key priorities based upon data analysis which now increasingly includes external benchmarking. The well-linked school development plan (SDP) has measurable targets and progress against these is tracked accurately. Teaching is monitored regularly by senior and middle leaders who evaluate its impact upon students' achievement. This has informed professional development and raised standards of teaching, although strategies to extend all students fully are not yet embedded across subjects, and students' achievement in Arabic remains weak.
- Partnerships are good. Parents are successfully engaged in their children's learning and school life. Effective communications keep them informed about their child's development and seek their views. Reporting is regular and however it does not clearly inform parents about the next steps in their children's learning. Community partnerships are strong and include promotion of international scholarships and awards.
- Governance is good. It includes representation from parents and staff and has detailed knowledge of the school. Senior leaders are held accountable for the school's performance through a twice-yearly appraisal cycle. Governors ensure that the 9 Gems values, common to the group of schools, are communicated throughout the school to develop students as global citizens and future leaders. Governors ensure staffing and resources are available to address weakness however, this has not been effective in achievement in Arabic.
- The school day is very well organised. Suitably qualified staff benefit from regular professional development, however, this has not yet impacted consistently across phases and subjects. Well-designed premises and specialist facilities are well used. The range of resources promote effective teaching and learning and are of particularly high quality in STEM, ICT, the arts, sport, and extra-curricular activities.
- The school promotes international assessment through entries in the PISA mock examinations, ASSET testing, and its CBSE courses. Results for the 2017 PISA mock examination were above the Abu Dhabi average. The school has taken steps to further improve results, for example by enrolling students on online maths programmes and investing in the mathematics lab. All students are involved in the 'Question-a-Day' initiative and results from this are used to inform lesson planning.

Areas of Relative Strength:

- The widely shared vision of leaders.
- Efficient day-to-day management.



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Areas for Improvement:

- Addressing barriers to raising achievement in Arabic.
- Further using results from the monitoring of teaching to embed best practice across the school.

*Relevant for Private schools only