



DELHI PRIVATE SCHOOL - Ras Al Khaimah

Good

SCHOOL EVALUATION REPORT

Evaluation and Quality Directorate for Public and Early Childhood Education

SCHOOL INFORMATION

General Information

Curriculum	Central Board of Secondary Education, India (CBSE); Ministry of Education (MoE)
Language of Instruction	English
Opening year of School	2021
Educational Zone	Ras Al Khaimah
Phone	07 233 9559
Location	Khaleefa Bin Zayed City, South Al Dhaith, Ras Al Khaimah
Website	https://dpsrasalkhaimah.com
Principal	Deepa Vinod Kumar
Owner	Dr. Dinesh Kothari
Evaluation visit dates	7 to 10 October, 2024

Students

Gender of students	Mixed
Largest Nationality group of Students	Indian
Age range	4 to 16
Grades or year groups	KG1 to Grade10
Phases	Phases 1 to 4
Number of students on roll	385
Number of Emirati Students	0
Number of students with SEND	9

Teachers / Support Staff

Number of teachers	38
Largest nationality group of teachers	Indian
Teacher-student ratio	1:10
Teacher turnover	12%

External tests and examinations

- Arabic Benchmark Test (ABT)
- Islamic Studies Benchmark Test (ISBT)
- Assessment of Scholastic Skills through Educational Testing (ASSET)
- Cognitive Abilities Test (CAT4)

SUMMARY OF EVALUATION OUTCOMES

2022-2023	2024-2025
Acceptable	Good

1. Students' Achievement Subjects		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Good
	Progress	N/A	Acceptable	Acceptable	Good
Arabic as an additional language	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
UAE Social studies	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very Good

1.3 Learning Skills	Phase 1	Phase 2	Phase 3	Phase 4
1.3: Learning Skills	Good	Good	Good	Good

2. Students' personal and social development and their innovation skills	Phase 1	Phase 2	Phase 3	Phase 4
2.1: Personal Development	Good	Very Good	Very Good	Very Good
2.2: Students' understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
2.3: Social Responsibility and Innovation Skills	Good	Good	Very Good	Very Good

3. Teaching and assessment	Phase 1	Phase 2	Phase 3	Phase 4
3.1: Teaching for Effective Learning	Good	Good	Good	Good
3.2: Assessment	Good	Good	Good	Good

4. Curriculum	Phase 1	Phase 2	Phase 3	Phase 4
4.1: Curriculum Design and Implementation	Good	Good	Good	Good
4.2: Curriculum Adaptation	Good	Good	Good	Good

5. The protection, care, guidance and support of students	Phase 1	Phase 2	Phase 3	Phase 4
5.1: Health and safety including arrangements for child protection/safeguarding	Good	Good	Good	Good
5.2: Care and support	Good	Very Good	Very Good	Very Good

6. Leadership and Management	Overall
6.1: The Effectiveness of Leadership	Good
6.2: Self-evaluation and Improvement Planning	Good
6.3: Partnership with Parents and the Community	Very Good
6.4: Governance	Good
6.5: Management, Staffing, Facilities and Resources	Good

KEY FINDINGS

How good is the overall quality of performance?

Key features include the following:

Students:

- Achievements are at least in line with curriculum expectations in Islamic education and Arabic as an additional language. External and internal assessment data indicate similar levels of achievement to that observed in lessons and in samples of recent work. In UAE social studies and in Phase 4 Islamic education the majority of students achieve above curriculum expectations. In English, mathematics and science, internal and external ASSET benchmark assessment data indicate that most students' attainment and progress are above curriculum standards. In Phase 1, internal assessment data show students' attainment and progress are above curriculum expectations and Kindergarten (KG) children make consistently good progress in all subjects. In Phase 2, most students' achievement is above curriculum expectations in external tests in English, mathematics and science and most make better than expected progress in the majority of subjects in Phases 2 and 3. In Phase 3, students achieve high international standards in ASSET benchmark assessments in English, mathematics and science. In Phase 4, students achieve above national and international benchmarks in all subjects, including Arabic (ABT) and Islamic education (ISBT). Most students in Phase 4 make better than expected progress against learning outcomes in all subjects, and progress in science is very good.
- Enjoy learning and increasingly take responsibility for their work as they know their strengths and weaknesses and review their own and their fellow students' work. They collaborate to find solutions and communicate confidently when participating in class discussions, sharing their ideas and perspectives. In Phase 4, students develop particularly strong enquiry and independent research skills.
- Across all phases demonstrate very positive attitudes; students in most phases demonstrate very good levels of personal development and their positive behavior supports learning and promotes positive relationships. Across the school students show respect for their teachers and follow the school rules. Bullying is rare and students show sensitivity to the needs of others, for example, the Student Council ambassadors visit classes to mentor students. Effective safeguarding and child protection systems ensure all students are well protected and cared for.

Parents:

- Are very supportive of the school and share its vision. They run an active Parent Council which successfully supports daily teaching, learning and social events. Communication and relationships with the school are strong and parents appreciate the informative reports which reflect their children's personal development as well as their academic achievements. Parents participate in frequent school surveys and believe their opinions are highly valued.

Teachers:

- Plan lessons carefully and create stimulating learning environments that develop students' knowledge and skills. Time and resources are used effectively to support and enhance students' learning, including a majority of students with special educational needs and disabilities (SEND). They create a wide range of hands-on and active learning resources to engage students in research and problem-

solving tasks, particularly in Phases 3 and 4. Positive teacher-student interactions promote sustained engagement in most lessons.

- Make effective use of assessment data to plan different activities that meet students' learning needs. They use CAT4 information well to design activities matched to students' preferred learning styles. Lessons in Arabic as an additional language are not always planned with learning activities matched to students' years of study. Most teachers have secure knowledge of the strengths and weaknesses of individual students and provide suitably focused challenges and support.

School Leaders:

- Are effective, not least because of the dedicated vision of the Principal and senior leaders. Since her arrival at the school, the principal has achieved a measurable shift in educational practices in her drive to ensure the school fulfils the requirements of the UAE National Agenda. This has had a significant impact on students' achievement. Senior leaders have established a new and dedicated middle leadership team and have a secure understanding of the curriculum and best practices in teaching and learning. All leaders contribute to establishing a positive learning culture throughout the school that supports improved student learning and personal development.
- Ensure that the school's self-evaluation processes are extensive and include most stakeholders. It is coordinated mainly by middle and senior leaders and most teachers know their students' strengths and areas for development well. Most judgements reached by school leaders in their self-evaluation are accurate. The drive towards improvement through the school development plan (SDP) is underway, and it has identified appropriate key priorities. Frequent and effective professional development training has led to teachers' improved understanding of the curriculum and best practices in lesson planning and delivery.

What does the school need to do next to improve student outcomes?

In addition to addressing the action points identified throughout this report, the school should take account of the following key priorities to inform its improvement planning.

Student's achievement:

Improve achievement and learning skills by:

- Raising students' attainment and progress in Arabic as an additional language in all phases and in Islamic education in Phases 2 and 3.
- Raising students' performance in external benchmark tests in Islamic education and Arabic as an additional language in Phases 2 and 3.
- Ensuring all students with SEND make the full progress their potential allows.

Teaching and assessment:

Improve the impact of teaching and assessment on achievement by:

- Ensuring teachers in all subjects consistently plan lessons which provide opportunities for students to be active and independent learners.
- Planning lessons across all phases, that provide different levels of challenge for students' varied learning needs and abilities.
- Ensuring teachers of all subjects adopt the current best practices in using assessment information to plan lesson learning activities that fully challenge and support all students.

Leadership and management:

Improve the impact of leadership and management on student outcomes by:

- Ensuring teachers deliver appropriately targeted lessons in Arabic as an additional language and Islamic education.
- Ensuring middle leaders in all subjects provide detailed feedback to teachers on the impact of teaching on students' learning.
- Ensuring whole-school and departmental improvement plans have achievable, detailed and include measurable targets.
- Providing sufficient teaching resources to enable students with SEND to maximize their progress and achieve their potential, especially in Phase 2.
- Complying with all building regulations regarding KG.

MAIN EVALUATION REPORT

1 Students' Achievement

Islamic Education	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	N/A	Acceptable	Acceptable	Good
Progress	N/A	Acceptable	Acceptable	Good

- In ISBT, most students in Phases 2 and 3 attain levels that are in line with national expectations, in Phase 4 a majority attain above these levels. Over the past three years, students' attainment indicates improvements in phases 2 and 3 .
- In lessons and their recent work, most students in Phases 2 and 3 demonstrate an adequate understanding of Islamic values, etiquettes, Holy Qur'anic verses and Noble Hadeeth sayings. Students in Phase 2 can recall the pillars of Islam and recite simple short surahs. In Phase 3, Students demonstrate an appropriate understanding of important events in Islamic history and the Prophet's (PBUH) Sunnah. Phase 4, students confidently discuss contemporary issues according to Islamic teachings and cite examples from Muslims' daily lives. However, memorization of Holy Qur'an verses and the Prophet's (PBUH) Hadeeths to support class discussion remains less well developed and students, especially in Phases 2 and 3, have a limited understanding of Islamic concepts and worship rules.
- Internal assessment indicates that the large majority of students in Phases 2 and 3 and the majority of Phase 4 students make better than expected progress in relation to their starting points and curriculum expectations. In lessons, most students in Phases 2 and 3 make the expected progress and the majority in Phase 4 make better than the expected progress. For example, in Grade 4 students demonstrate gains in learning identifying the importance of fasting in Islam and recalling spiritual goals. Most students in Grade 6 make progress defining gratitude and patience according to Islamic teachings and by the end of Grade 9, the majority of students can identify examples of safety measures from the Prophet's (PBUH) Sunnah and Islamic rules. There are no significant differences between different groups of students, but boys in higher grades, especially in Grades 8 and 9 make better progress than girls.

Areas for development:

- Students' correct and accurate memorization of the Holy Qur'anic verses and Hadeeths to support their answers during class discussion across all phases.
- Students' deeper understanding of Islamic concepts and rules of worship especially in Phases 2 and 3.

Arabic as an additional language	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	N/A	Acceptable	Acceptable	Acceptable
Progress	N/A	Acceptable	Acceptable	Acceptable

- External ABT results indicate that the results for most students in Grades 3 and 4 meet national expectations, while the majority of Grade 9 students exceed national expectations. Over the past three years, the attainment of a large minority of students in Phases 2 and 3, has been broadly above national expectations.
- In lessons and their recent work, most students in Phase 3 can speak standard Arabic and higher attaining students use supporting questions to converse for extended periods. Lower attainers in Phase 2 struggle with complete sentences. Listening skills are adequate, as most understand the teachers' instructions, although a minority of younger students find it difficult to understand the spoken word. Most older students write structured paragraphs, although, in Phase 2, students' writing is not always accurate.
- In lessons, most students make the expected progress in reading assigned texts linked to their years of study. The majority of older students make progress in reading with increasing fluency, though their pronunciation is less well-developed. In Grade 7, students make some progress in distinguishing between short and long vowels, which affects their reading accuracy and students in Phase 2 have only basic reading skills which limits reading comprehension. There is no difference between the progress made by any of

the identified groups of students However, newly enrolled students make slower progress compared to their peers.

Areas for development:

- Students' ability to read more accurately in Phases 2 and 3 and their reading comprehension skills.
- Students' ability to write more creatively in all phases but especially in Phases 2 and 3.

UAE Social studies	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	N/A	Good	Good	Good
Progress	N/A	Good	Good	Good

- In lessons and their recent work, the majority of students in Phases 2, 3 and 4 demonstrate levels of knowledge, skill and understanding that are above curriculum expectations. For example, in Grade 3, students are knowledgeable about industries located in Ras Al Khaimah such as cement, ceramics and cartons and explain their impact on the local economy. However, a minority of students are unable to explain the link between the growth of these industries, the retail sector, and leisure and cultural activities in the locality. The majority of older students are able to grasp the impact that administrative structures and systems of government have had on the development of different countries, but a few students find it difficult to identify the reasons for the fall of empires after periods of prosperity and growth.
- During lessons, the majority of students in Phases 2, 3 and 4 demonstrate above expected levels of progress in relation to the learning objectives. In Grade 5, most students make progress identifying important historical events in the UAE such as the discovery of oil and the establishment of the Union. By Grade 8, a large majority can compare the similarities and differences in physical geography between North America and the UAE, although lower-ability students find it difficult to relate physical geography to the organisms that live there. In Grade 9, students can identify the relationship between the leadership of the late Sheikh Zayed, and the development achieved by the UAE while sustaining customs and traditions. A minority find it difficult to understand aspects of development while preserving heritage. There are no notable differences in the progress made by groups of students.

Areas for development:

- Students' ability to relate the impact of national policies on the economic, social and cultural development of the UAE across all phases.
- Students' understanding of modern, social aspects of development whilst preserving and maintaining the traditions of Emirati culture and UAE history and heritage across all phases.

English	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- Attainment, as measured against the school's external benchmarking ASSET examinations, is above international standards for the majority of students in Phases 2 and 3. Grade 10 students are currently working towards the external CBSE examinations. Trends over the last three years indicate improvements in levels of attainment.
- In lessons and their recent work, a majority of students across the school achieve above curriculum standards in listening, speaking, reading and writing. In Phase 1 children can retell a story in their own words and understand relevant punctuation rules when writing sentences. Phase 2 students can identify elements of a story, sequence events and make presentations to the class. Writing is mostly quite brief and sometimes grammatically inaccurate. Students in Phase 3 can confidently identify figurative language and poetic devices to analyze poetry and then construct their poems with rhyming words. In Phase 4, students understand how to collate a range of information to present their skills and talents when making presentations.

- In lessons, the majority of students in all Phases make better than expected progress in relation to the learning objectives. In KG, the majority of children make better progress as they listen and respond to the teacher's instructions and to one another. In Grade 4, students make progress comparing the differences and similarities between a poet's imaginative writing, everyday life, and draft diary entries. By Grade 5, students show good progress in developing skills of poetic analysis and their comments reveal an increasingly secure understanding of poetic form. In Grade 7 the majority of students make good progress developing their literacy skills as they learn the values of sustainability and conservation and discuss the impact on their own lives. Although most groups of students make similar progress, the progress of SEND students in Phase 2 is affected by insufficient support.

Areas for development:

- Students' ability to write extensively with the appropriate and accurate use of grammar and punctuation across all phases.

Mathematics	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- External ASSET benchmark results indicate that a majority of students in Phases 2, 3 and 4 attain above international standards. Grade 10 students are currently working towards the external CBSE examinations. Over the last three years, internal data indicates much improvement in levels of attainment in all the phases.
- In lessons and students' recent work, the majority of children in Phase 1 and the majority of students in all other phases attain above curriculum standards. In Phase 1, children confidently count to 50 and can identify relationships between numbers to conduct simple mathematical operations. In Phase 2, students demonstrate a secure understanding of numeracy as well as arithmetic problem-solving. In Phase 3, students develop their skills and knowledge of fractions and percentages, but their skills in tackling algebraic problems are developing more slowly. In Phase 4, students' ability to carry out multi-step problems lags behind their understanding of geometrical shapes and solids.
- In lessons, Children in Phase 1 and the majority of students in Phases 2 and 3 make better than expected progress. In KG, children show above expected progress in using mathematical keywords and deciding when addition or subtraction should be used to solve a problem. By Phase 2, students can make effective use of fractions, and when dealing with money. In Phase 3, students' progress enables them to make use of percentages and ratios in financial planning. By Phase 4, students' rapid progress enables them to make use of their knowledge of circles and sectors in restructuring the school playing area. There are no significant differences in the progress of different groups of students.

Areas for development:

- Students' mathematical skills in systematically solving multi-step problems in Phase 4.

Science	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Very Good

- External ASSET data indicates that a majority of students in Phases 2, 3 and 4 attain at, or above international standards. Grade 10 students are currently working towards the external CBSE examinations. Trends over the last three years in internal assessment data also indicate that most students attain at least levels that are in line with curriculum standards, and many exceed this.
- In lessons and students' recent work, the majority of children in KG attain above curriculum expectations in guided and independent investigations. For example, they investigate materials that are soluble and insoluble, predict the solubility of substances, test the predictions and record their observations. In Phase 2, although there is some inconsistency, students develop their scientific research skills through the study of global perspectives, such as sources of renewable energy and sustainability, and climate change. A

majority of students in Phase 3 can explain scientific phenomena such as properties of light and relate their theoretical studies to the Diwali festival of light. In Grade 8, students learn how to design and conduct an experiment to measure the weight of an object through water displacement and the possible effect of using salt or fresh water. In Phase 4, students can construct microscope slides, discovering by trial and error how to make better samples.

- In lessons, the majority of children in KG make better than expected progress, developing insight into scientific methods of discovery through practical activities. Assessment data indicate that the majority of students in Phases 2 and 3 progress well in acquiring scientific skills and knowledge above expected levels as they develop their ability to predict, test, observe, record and draw conclusions during practical investigations. By Phase 4, a large majority of students have made rapid progress in their ability to apply those skills and are able to design experiments and then to review their methodologies. There is no discernible difference between the performance of different groups, particularly in the small classes in the upper phases. However, in Phase 2 most SEND students perform in line with their abilities, but progress is sometimes affected by limited support.

Areas for development:

- Students' skills in scientific research and their understanding of scientific methods in Phase 2.
- Progress of students with SEND in Phase 2.

1.3 Learning Skills	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- Students demonstrate positive attitudes towards learning and respond well to teacher feedback. They collaborate effectively in groups and respect each other's viewpoints. Students are keen to learn and approach lessons enthusiastically. For example, In Grade 9 students eagerly work together to derive the formula for the volume of a cone using molds and rice grains. Students communicate their learning clearly. Students' collaborative learning skills are less well developed in some lessons, usually in Arabic as an additional language.
- Students successfully connect their learning to other subjects and real-world issues. For example, in Grade 3 students can research the significance of alternative energy sources, while Grade 10 students link their learning to their understanding of the UAE economy and the impact of an increasing population. They explore these real-world topics through discussion and analysis. Students use examples from their own lives to engage with topics, such as in Grade 6 social studies, when they examine local industries in Ras Al Khaimah and assess the economic impact. Independent research takes place in most lessons and students are usually required to engage in practical, active learning tasks to find answers for themselves. The use of technology is widespread, and most older students confidently use tablets to find information, often leading their own learning. In most lessons, older students are encouraged to find things out for themselves and then present their work to their classmates. The application of students' independent research and problem-solving skills is generally stronger in Phases 3 and 4 than in Phases 1 and 2.

Areas for development:

- The independent research and problem-solving skills of students in Phases 1 and 2.
- The development and application of students' learning skills in lessons in Arabic as an additional language across all phases.

2. Students' personal and social development and their innovation skills

2.1: Personal Development	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Very Good	Very Good	Very Good

- Across the school, students display positive and responsible attitudes in classes and in their interactions with one another and with their teachers. This is successfully emerging in KG. Students in all grades consistently behave well and move between classrooms in an organized manner, although younger students still require guidance. Through the Student Council activities, most students demonstrate genuine empathy and concern towards others and an understanding of their fellow students' needs. This is seen as they collaborate in sports, happiness, and sustainability clubs and their frequent engagement in ambassador roles.
- Students engage in physical activities, participating successfully in competitions such as the Interhouse "Kho Kho" match and other competitions such as the skiing contests. They understand the importance of leading healthy lifestyles and can classify food as healthy or unhealthy, although a few still bring unhealthy snacks from home.
- With an attendance rate of 96%, students are keen to come to school and they arrive at school and lessons on time, ensuring a smooth learning experience.

Areas for development:

- Students' awareness and understanding of the importance of adopting healthy eating habits.

2.2: Students' understanding of Islamic values and awareness of Emirati and world cultures	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- Students across the school have a clear understanding of how Islamic values affect UAE society and they participate in assemblies that promote tolerance, truthfulness and helping others. They participate in traditional activities that strengthen their knowledge of Emirati culture, such as visiting museums, having discussions about life in UAE with students from other schools and celebrating significant national events. However, for some students, this is sometimes superficial, and they still need to develop a deeper appreciation of UAE heritage and culture.
- In all phases, students understand their own cultures and can talk about significant customs and traditions related to their own countries, especially their Indian heritage. They appreciate other world cultures and respect the cultural diversity observed in school and the wider community. Students regularly participate in activities that deepen their understanding of cultural diversity and other world cultures through initiatives such as the Global Citizens program, Around the World in 45 Days, and the Multicultural Week.

Areas for development:

- Students' deep knowledge, understanding and appreciation of UAE heritage and Emirati culture.

2.3: Social Responsibility and Innovation Skills	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Very Good	Very Good

- Students willingly contribute to school life and participate positively in activities that promote social responsibility and engage in voluntary activities. The role of the Student Council is evident in supporting orderly behavior, organizing activities, leading awareness sessions and supporting students experiencing difficulties, throughout the school. Students willingly participate in a variety of activities that benefit the wider community such as the healthy living and wellbeing campaign.
- Students demonstrate a positive work ethic. They are keen to work on subject projects and enjoy participating in science, technology, engineering, arts and mathematics (STEAM) projects. Older students contribute to many clubs and initiatives that promote creativity and innovation such as Talent Hunt and the

science symposium. The contribution of younger students to innovative and entrepreneurial projects is less well-developed.

- Students have a clear understanding of environmental issues and confidently discuss global environmental issues such as climate change, sustainability, water conservation and recycling. They care for their school and seek ways to protect the environment, through events such as a paperless day, Go Green Legacy and Bicycle Day. Their work on recycling, sustainability and conservation is celebrated in colorful wall displays.

Areas for development:

- Younger students’ wider contribution to innovation, enterprise and entrepreneurial projects.

3. Teaching and assessment

3.1: Teaching for Effective Learning	Phase 1	Phase 2	Phase 3	Phase 4
		Good	Good	Good

- Teachers understand how students learn, and lessons are well-planned and paced purposefully to meet the needs of different groups. Learning corners in Phase 1, together with a range of resources, including the use of learning technologies particularly in Phases 3 and 4 are used creatively to improve opportunities for learning in most subjects.
- Teachers challenge students to reflect and think for themselves and they encourage active learning through stimulating questions in most subjects to support students’ progress. Strategies linked to the use of educational platforms, such as Nearpod and Counting Well in mathematics, motivate students to become engaged and active learners. Teachers are well aware that students have different needs, and they make effective use of assessment data to target activities to meet student's individual learning needs. However, this is less effective in Arabic as an additional language in Phase 2 where students’ years of study are not always appropriately considered with their level of proficiency in Arabic language.
- Teachers systematically develop students’ critical thinking, problem-solving and independent research and enquiry skills. In science laboratories and mathematics, teachers use different approaches to ensure that students are confident users of learning technologies.

Areas for development:

- The implementation of placement and progression tools in Arabic as an additional language to track and support students’ achievement, particularly in Phase 2.

3.2: Assessment	Phase 1	Phase 2	Phase 3	Phase 4
		Good	Good	Good

- The school has a comprehensive assessment policy for all phases, and this is reviewed regularly. Credible internal assessment processes are closely mapped against curriculum objectives and formative assessments, such as regular unit tests, provide first-hand information of students’ achievements. Teachers and leaders analyze any gaps between internal and external data and track students’ progress individually. The school benchmarks students against national and international standards using ASSET, ABT and ISBT, data from these assessments is used to moderate internal data. CAT4 is also used to capture information about students’ learning potential.
- Teachers keep accurate and ongoing information about students’ achievements and personal development, as individuals and as groups. This information is tracked over time and shared with all staff. It successfully impacts planning, curriculum modification, intervention lessons and seating plans.
- Teachers understand the strengths and weaknesses of individual students and they vary activities accordingly, although their feedback in some lessons tends to praise students’ efforts rather than showing them what they need to do to improve. Students’ involvement in assessing their own work and that of their peers is a common feature in most lessons. However, students do not have enough focused guidance from teachers on how to reflect accurately on their learning.

Areas for development:

- Teachers' feedback to ensure it is focused and enables students to know exactly what they need to do to improve.

4. Curriculum

4.1: Curriculum Design and Implementation	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- The curriculum is broad and balanced with a clear rationale and develops knowledge, skills and understanding. The curriculum meets all requirements. In KG the curriculum is based on the Early Years Foundation Stage (EYFS) and in Phases 2, 3 and 4 the CBSE Indian curriculum. The curriculum is also aligned with the MoE curriculum for Islamic education, Arabic as an additional language and UAE social studies.
- Continuity and progression are effective in most subjects as learning builds on prior achievement. For example, in KG, specific tasks such as recognizing phonics, using different tenses and building children's vocabularies. This is built in Grade 1 where students express opinions and justify them. Progression in Arabic as an additional language is less effective because new students arrive as non-Arabic speakers and the curriculum is not yet effectively aligned to match their years of study and proficiency in Arabic language.
- Older students have a broad range of curriculum choices. In Grade 6, students choose a second language from Hindi, French and Arabic. In Phase 4, students choose between Artificial Intelligence (AI) and Physical Activities Test (PAT). The broad range of subjects within CBSE prepares older students well for employment or continuing in their education.
- Cross-curricular links are integrated across different subjects which supports the transfer of learning across subjects. For example, connections between Arabic as an additional language and Islamic education, and mathematics and science are frequent. Indian social studies, moral education and UAE social studies are planned collaboratively to enrich the curriculum.
- The school conducts regular reviews and develops the curriculum to ensure appropriate provision in almost all subjects. Comprehensive curriculum planning has ensured students are exposed to questions linked with problem-solving and critical thinking as included in TIMSS and prepares students well for PISA and CBSE external examinations.

Areas for development:

- Continuity and progression in Arabic as an additional language across all phases.

4.2: Curriculum Adaptation	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- The school modifies the curriculum to meet the needs of almost all groups of students including students with SEND and gifted and talented students, who are supported by individual learning plans (IEPs). Curriculum adaptation includes catch-up intervention plans to support the progress of lower-attaining students. The use of CAT4 data impacts curriculum modifications and supports the identification of students' diverse needs.
- The curriculum provides some opportunities for creativity and social contribution and students make a nominal contribution to provide food for construction workers. Older students are involved in Friends of Cancer Patients, and in Phases 2 and 3 students visit homes for the elderly. In KG, children are innovative and use IT to connect with the children in Croatia and Montenegro through a Hello World app, which helps to raise awareness of other cultures. There are some opportunities for students to develop enterprise and innovation skills across the phases.
- Curriculum modification ensures that coherent learning experiences are embedded to develop students' understanding of Emirati culture and UAE heritage. It celebrates all national events and in assemblies the promotion of UAE culture is visible when students recite prayers from the Holy Qur'an, sing the national

anthem with enthusiasm, and participate in Qirat recitation competitions. However, there is some inconsistency in students' understanding of Emirati culture across the school.

Areas for development:

- Curricular connections to Emirati culture so that students develop a stronger understanding of UAE national identity.

5. The protection, care, guidance and support of students

5.1: health and safety including arrangements for child protection/safeguarding	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- The school has strict procedures in place to protect students, including regular child protection training for teachers and all support staff, such as those supervising buses. The safeguarding committee monitors the school's safeguarding and child protection efforts, including training initiatives. Additionally, a proactive Health and Safety leader ensures the safety of the campus and buildings. Students report feeling safe at school.
- The school's physical environment is well maintained, ensuring safety, hygiene, and security. Comprehensive risk assessments guide the thorough safety checks performed daily. However, concerns exist regarding the arrangements of students' arrival and departure, especially in relation to the management of vehicles driven by parents or carers. Additionally, the kindergarten is not a self-contained unit and does not have a separate entrance. The school offers appropriate facilities to support students with SEND.
- The school ensures to enhance students' approach to safe and healthy lifestyles. There is a designated school counselor that guides and supports students' personal development. The counselor attends the behavior committee with the coordinator for students with SEND. Physical wellbeing is managed by the medical staff and regular physical checks trigger advice to parents and referrals to the PE department to provide individual exercise programs.

Areas for development:

- The arrangement of the kindergarten and entrance.
- More rigorous monitoring of traffic at the start and end of the day.

5.2: Care and support	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Very Good	Very Good

- Students and staff have positive relationships, leading to well-managed, self-disciplined, behavior, attendance and punctuality. Relevant staff are now well-informed about the medical needs of all students. Systems and protocols to manage attendance and punctuality are effective.
- A small group of students with SEND are identified with a formal diagnosis and receive support through IEPs. The special educational needs coordinator (SENCO) and school counselor provide comprehensive oversight, ensuring that both students with SEND and those who are gifted and talented are well supported. However, in the younger grades, some students with SEND receive less support than necessary due to teachers managing larger class sizes.
- Career guidance provides additional support for older students in Phases 3 and 4, and prepares them well for their next stage of education, training or employment. Students' well-being and personal development are closely monitored and supported by regular sessions delivered by the counselor and often led by older students.

Areas for development:

- The level of classroom support provided for students with SEND to ensure their needs are sufficiently catered for, especially in Phase 2.

6. Leadership and Management

6.1: The Effectiveness of Leadership	Judgment
	Good

- Leadership is effective, not least because of the dedicated vision of the principal and senior leaders. Since her arrival at the school, the Principal has achieved a shift in educational practices in her drive to ensure the school fulfils the requirements of the UAE National priorities in education. This has had a significant and positive impact on student achievement.
- Senior leaders have ensured rapid improvements in teaching, learning and student achievement. Most middle leaders have a good understanding of the curriculum and best practices in teaching and learning. All leaders contribute to establishing a positive learning culture throughout the school that supports improved student learning and personal development.
- Leaders have established systematic procedures that ensure communication with all stakeholders is frequent and informative. There is student representation on the Governing Board and the Student Council ensures that students' views are heard. Relationships are positive across the school and weekly meetings, ensure that all teachers are well-informed. Communication with parents and students is frequent, such as the monthly newsletter published on the school website which highlights the many events and successes achieved across the school.
- Most middle and senior leaders have the capacity to drive further improvement and have a commitment to innovation. They devise and lead improvement activities with much success in several aspects of the school's work. There is a minority of middle leaders whose capacity to improve is less secure or impactful.
- Many middle leaders are newly appointed; most have been successful in raising student achievement, particularly in English, mathematics and science in Phases 2, 3 and 4, and in student progress in Phase 4 for Islamic education. There has also been improvement in Arabic as an additional language in student attainment in Phase 3.

Areas for development:

- The capacity of middle leadership and their ability to secure further improvements in their areas of responsibility.

6.2: Self-evaluation and Improvement Planning	Judgment
	Good

- The self-evaluation process is extensive and takes account of the views and contributions of stakeholders including parents, teachers and governors. Most judgements evaluated by the school are accurate and based on a thorough understanding and analysis of both internal and external assessment data. Other monitoring activities such as lesson observations and the checking of students' workbooks are overseen by both senior and middle leaders and contribute to self-evaluation.
- The monitoring of teaching and learning is effective in enabling teachers to improve teachers' skills, and detailed feedback includes emphasis on students' specific attainment and progress needs. Senior and middle leaders evaluate students' classroom experiences. They also track students' work regularly and accurately leading to improved achievement.
- Improvement plans are collated by senior leaders, and they set realistic whole-school targets. The drive towards more rapid improvement through the whole school development plan (SDP) is underway and it has identified key improvement targets. However, these targets are not always measurable and do not have identified staff responsible for key deliverables. Departmental action plans are linked to the school improvement plan and include clear subject-specific targets. The impact of improvement planning is evident in the improved outcomes for a majority of students.

Areas for development:

- The need for improvement plans to contain clear and measurable targets and goals, with assigned leaders responsible for ensuring targets and key deliverables are met.

6.3: Partnership with Parents and the Community	Judgment
<ul style="list-style-type: none"> Parents are very supportive of the school, share its vision and participate in frequent school surveys. They say that their opinions are highly valued. The highly active Parent Council supports daily teaching and learning and contributes to assemblies and workshops, many of which are run by parents. Communication and relationships with the school are very effective. Parents' involvement in the school includes participation in lesson observations in KG, in which feedback is provided to teachers. Parents appreciate the regular school reports which reflect their children's personal development as well as their academic achievements. These are preceded by face-to-face meetings with teachers four times a year, which parents find very informative. The school involves students in many sporting events with the schools and ensures that they have opportunities to contribute to the Zero Hunger charitable cause within the local community. The school benefits from links with other schools within the Delhi Private Schools' (DPS) partnership, although connections with other community organizations are less well developed. 	Very Good

Areas for development:

- The development of wider community partnerships for the benefit of students and teachers.

6.4: Governance	Judgment
<ul style="list-style-type: none"> The governing board includes the owner as Managing Director, plus an Academic Director from the DPS partnership of schools. The representation of all stakeholders in governance is well-established and includes parents, teachers and students. The board members have extensive educational expertise and provide continuous academic support to the Principal and senior leaders. They carry out extensive analyses of all internal and external data and have a firm understanding of student outcomes. Governors have a detailed and well-informed understanding of the school through a series of audits. They regularly monitor teaching and learning and hold the school to account through weekly reports between the Principal and the Academic Director. Governors visit the school and carry out observations and are aware that the monitoring of Arabic as an additional language and Islamic education is less consistent than other core subjects. Governors have ensured that most compliance requirements are met, but there are outstanding requirements regarding the separation of KG as a self-contained unit with dedicated access for the youngest children. 	Good

Areas for development:

- Governors' implementation of the improvements and recommendations to ensure that the needs of children in KG are met in full.
- Governors' monitoring of teaching and learning in Arabic as an additional language and Islamic education.

6.5: Management, Staffing, Facilities and Resources	Judgment
<ul style="list-style-type: none"> The school's daily life is managed through efficient routines that ensure smooth movement and transitions between lessons. Staffing is adequate because there are well-qualified and experienced leaders and teachers, although there are insufficient support staff, particularly in the larger classes in the younger grades. Leaders have provided some support in KG where teaching assistants support students in all classes. The school is mostly well-equipped with attractive facilities, including high quality specialist areas, such as a sports hall, two swimming pools, music and art rooms and an attractive library in a welcoming and stimulating learning environment. Teaching resources are sufficient, although there is an insufficient number of support staff in larger classes or the full range to support the varying needs of students with SEND. The 	Good

relevance and range of teaching resources, including stimulating online programs, have had a positive impact on students' achievement.

Areas for development:

- The levels of classroom support for larger classes especially in Phase 2.
- The sufficiency and range of resources to meet the differing needs of students with SEND.