دائـــرة رأس الخيمـــة للمعرفـــة
RAS AL KHAIMAH
DEPARTMENT OF KNOWLEDGE

INDIAN PUBLIC HIGH SCHOOL

13 to 15 January 2026

School Overall Judgement | **Good**

SCHOOL QUALITY EVALUATION REPORT

Office of Quality and Evaluation, Ras Al Khaimah Department of Knowledge

SUMMARY OF PREVIOUS QUALITY EVALUATION OUTCOMES

2023-2024	2024-2025	2025-2026
Acceptable	Acceptable	Good

1. Students' achievement					
Subjects		**Phase 1**	**Phase 2**	**Phase 3**	**Phase 4**
Islamic Education	Attainment	NA	Acceptable	Acceptable	Acceptable
	Progress	NA	Acceptable	Acceptable	Acceptable
Arabic as a first language	Attainment	NA	NA	NA	NA
	Progress	NA	NA	NA	NA
Arabic as an additional language	Attainment	NA	Acceptable	Acceptable	NA
	Progress	NA	Good	Acceptable	NA
UAE Social Studies	Attainment	NA	Good	Good	Good
	Progress	NA	Good	Good	Good
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Good	Good	Good

	Phase 1	Phase 2	Phase 3	Phase 4
1.3 Learning skills	Good	Acceptable	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	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	Good	Good

3. Teaching and assessment	Phase 1	Phase 2	Phase 3	Phase 4
3.1 Teaching for effective learning	Good	Acceptable	Good	Good
3.2 Assessment	Acceptable	Acceptable	Acceptable	Acceptable

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	Good	Good	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	Good
6.4 Governance	Good
6.5 Management, staffing, facilities, and resources	Good

How good is the overall quality of performance?

Key features include the following:

Students

- Students' attainment in CBSE external benchmarking examinations is very good in English, mathematics, biology, physics and chemistry in Phase 4. Progress across the school is good in mathematics and science, with all students making better than expected progress in these subjects.
- Students demonstrate good learning skills. They enjoy learning and take increasing responsibility for their own learning. They interact and collaborate well in a range of learning situations, working alongside their peers with mutual respect.
- Students demonstrate positive and responsible attitudes with self-discipline. They show a clear appreciation of Islamic values and a strong sense of national pride. Students display strong environmental awareness and take purposeful action to improve their school environment.

Parents

- The school successfully engages parents as partners in their children's learning and school life. Parents are fully engaged and speak highly of the CBSE curriculum.
- The parent council is well established and parental views are highly regarded when shaping school improvement priorities.
- Communication strategies ensure parents are regularly informed about their children's learning and development through updates, meetings, and reports.

Teachers

- Most teachers have good subject knowledge and understand how students learn. They plan purposeful and clearly structured lessons aligned to curriculum standards.
- Teachers use time and resources effectively to create successful learning environments. Technology is used in most classes to support students' learning.
- Teachers use questioning effectively to check and correct understanding. Most teachers use assessment data to guide lesson planning and align activities to students' needs.

School Leaders

- Leaders at all levels demonstrate secure knowledge of best practices in the CBSE Indian curriculum and have established a positive learning culture throughout the school.
- The principal, senior leaders, and key stakeholders are fully committed to improving the school with a clear vision and strategic direction for future expansion.
- School improvement plans are comprehensive, and systematic self-evaluation identifies key priorities. Leaders have consistently addressed previous inspection recommendations.

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.

Students' achievement

Improve achievement and learning skills by:

- developing students' reading and extended writing skills in Arabic as an additional language across all phases.
- enhancing students' critical thinking, problem-solving, and innovation skills across all phases.

Teaching and assessment

Improve the impact of teaching and assessment on achievement by:

- ensuring consistent use of higher-order questioning to deepen students' thinking across all phases.
- providing regular marking with constructive feedback that helps students understand how to improve.

Leadership and management

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

- establishing consistent planning and use of national and international benchmarking assessments to validate students' academic outcomes.
- developing planned opportunities for enterprise, innovation, and creativity across the curriculum.

MAIN EVALUATION REPORT

1. Students' achievement

Islamic Education	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	NA	Acceptable	Acceptable	Acceptable
Progress	NA	Acceptable	Acceptable	Acceptable

- Students' achievement in Islamic education is acceptable overall. In lessons and in their work, most students make expected progress in all phases. This does not match with the school's internal data which shows that Phases 2 and 3 make very good progress.
- Internal assessment and Ministry of Education (MoE) examination data for Phases 2, 3 and 4 shows good attainment. This is not seen in lessons and in students' books where overall, most students attain in line with curriculum standards.
- In Phase 2, students can understand the basic pillars of Islam, recognise Islamic values and etiquette, and apply them in simple ways to their daily life. In Phases 2 and 3, students develop adequate understanding of the general meaning of Noble Hadith and Holy Qur'an verses. However, pronunciation is not accurate. Students' ability to recite the Holy Qur'an correctly is underdeveloped.
- Overall, all groups of students make expected progress. However, higher-attaining students are not sufficiently challenged and do not consistently reach their full potential.

Areas for development:

- Students' accurate recitation and pronunciation of Holy Qur'an verses across all phases.
- Challenge and support for higher-attaining students to reach their full potential.

Arabic as an additional language	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	NA	Acceptable	Acceptable	NA
Progress	NA	Good	Acceptable	NA

- Students' achievement in Arabic as an additional language is acceptable overall. In lessons and in their work, the majority of students make better than expected progress in Phase 2, while most students make expected progress in Phase 3. This does not match with the school's internal data.
- Internal assessment and MoE examination data shows attainment is outstanding in Phases 2 and 3. This is not seen in lessons and in students' books, where overall, most students attain in line with curriculum standards. External benchmark assessment data show attainment is acceptable in Phases 2 and 3.
- Students speak with increasing confidence and developing fluency in simple sentences. They make good progress in their speaking and listening skills and can express their ideas effectively. In Phase 3, most students make expected progress. They develop their oral skills and can engage in basic conversations. However, students' reading and extended writing skills across both phases are less developed.
- Overall, the majority of groups of students in Phase 2 make better than expected progress, while most groups in Phase 3 make expected progress. However, higher-attaining students are not sufficiently challenged to achieve at higher levels.

Areas for development:

- Students' reading skills across Phases 2 and 3.
- Students' extended writing skills across Phases 2 and 3.

UAE Social Studies	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	NA	Good	Good	Good
Progress	NA	Good	Good	Good

- Students' achievement in UAE social studies is good overall. In lessons and in their work, the majority of students make better than expected progress in all phases. This does not match the school's internal data, which show students make outstanding progress.
- Internal assessment and MoE data for Phases 2, 3 and 4 shows attainment is good. This is seen in lessons and in students' books, where overall, the majority of students attain above curriculum standards.
- In Phase 2, students understand social concepts well. They can identify the names of the founders of the UAE and develop ability to read geographical maps and use them to explain geographical features of countries. However, they cannot relate well to the locations of countries. In Phase 3, students can analyse historical events effectively and make clear links to the present time. Students' inquiry and research skills are less well developed. In Phase 4, students demonstrate good progress in social studies by applying their historical and geographical knowledge to analyse real contexts. For example, students use political and historical maps to explain the causes and impact of historical battles and the expansion of empires, showing secure understanding of key concepts and appropriate subject-specific vocabulary. In lessons focusing on sustainability, students discuss UAE sustainability initiatives and global goals, presenting school-led projects such as recycling and water conservation, which demonstrates their ability to connect learning meaningfully to contemporary national and global contexts.
- Overall, the majority of groups of students make better than expected progress. However, higher-attaining students are not consistently provided with sufficient challenge to extend their learning.

Areas for development:

- Students' inquiry and research skills across Phases 2 and 3.
- Students' ability to relate geographical locations to countries in Phase 2.

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

- Students' achievement in English is acceptable overall. It is acceptable in Phases 1 and 2, and good in Phases 3 and 4. The school's internal data show that students make outstanding progress in Phases 1 and 2. This does not match with what is seen in lessons and in students' work where most students make expected progress in Phases 1 and 2, while the majority make better than expected progress in Phases 3 and 4.
- Internal assessment data for Phases 1, 2 and 4 show attainment is very good, and good in Phase 3. This is not seen in lessons or in students' books where most students attain in line with curriculum standards in Phases 1, 2 and 3. In Phase 4, the majority of students attain above curriculum standards.
- In Phase 1, children develop speaking skills and can communicate in simple sentences. In Phase 2, students' speaking skills are still developing. In Phase 3, students can read and comprehend texts and develop their speaking skills to express ideas with growing confidence. In Phase 4, students have well-developed reading and writing skills and can analyse texts effectively. However, extended writing skills are not extensively developed in Phases 2 and 3.

- Overall, the majority of groups of students in Phases 3 and 4 make better than expected progress, while most groups in Phases 1 and 2 make expected progress.

Areas for development:

- Students' speaking skills in Phases 1 and 2.
- Students' extended writing skills in Phases 2 and 3.

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

- Students' achievement in mathematics is good overall. In lessons and in their work, the majority of students make better than expected progress across the phases. This does not match the school's internal data.
- Students' internal assessment is acceptable overall. It is good in Phase 3. However, external benchmarking assessment data is weak in Phases 2 and 3. CBSE Board examination results are good in Phase 4. Overall, in lessons and in their work, the majority of students in Phase 4 attain above curriculum standards, while in Phases 1, 2 and 3, most students attain in line with curriculum standards.
- In Phases 1 and 2, students can interpret and work with data with growing accuracy and their numeracy skills are developing well. However, mental mathematics skills are less well developed. In Phase 3, students' geometrical skills are developing effectively and in Phase 4, students' statistical skills are well developed. However, students' ability to formulate algebraic expressions particularly in Phases 3 and 4 is less well developed. Across all phases, students' reasoning skills are not well developed.
- Overall, the majority of groups of students make better than expected progress. However, higher-attaining students receive insufficient challenge in lessons to extend their mathematical thinking.

Areas for development:

- Students' mental mathematics skills across all phases.
- Students' reasoning skills across all phases.

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

- Students' achievement in science is good overall. Attainment is good in Phase 1 and Phase 4 and acceptable in Phases 2 and 3. Students' attainment in CBSE board examinations is very good. A large majority of students attain above curriculum standards in physics and chemistry, and most students attain above curriculum standards in biology. However, external benchmark assessment data indicate that most students' attainment is below expectations. In lessons and in work, the majority of students make better than expected progress. This does not align with the school's progress data.
- Internal assessments indicate students' attainment in Phase 1 is good, Phase 2 is acceptable and Phases 3 and 4 remains weak. This does not match with what is seen in lessons and recent work where the majority of students are above curriculum standards in Phases 1 and 4, while students attain in line with curriculum standards in Phases 2 and 3.
- Students in Phase 1 demonstrate developing knowledge and understanding of the solar system and can name the planets with growing confidence. In Phase 2, students

can explore types of forces and their applications with increasing accuracy. In Phase 3, students can explore uniform and non-uniform motion by plotting distance-time graphs effectively. However, students' skills in investigation, research and drawing conclusions are still developing in Phases 1 and 2.

- Overall, the majority of groups of students make better than expected progress. However, higher-attaining students are not given sufficient opportunities to deepen their scientific understanding.

Areas for development:

- Students' investigation and research skills in Phases 1 and 2.
- Challenge for higher-attaining students across all phases.

1.3 Learning skills	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Acceptable	Good	Good

- Students' learning skills are good overall. They are good in Phases 1, 3, and 4, and acceptable in Phase 2. Students enjoy learning and take increasing responsibility for their own learning, particularly in Phases 1, 3, and 4. They come to lessons ready to learn and know their strengths and weaknesses. However, in Phase 2, students' responsibility for their own learning is less well developed. In Phase 1, children wait for the teacher's instructions and do not consistently take initiative or steps to improve.
- Students in Phases 1, 3, and 4 interact and collaborate well in a range of learning situations. They work alongside their peers with mutual respect and can communicate their learning clearly. However, in Phase 2, interaction and collaboration skills are less consistently developed.
- Students make clear connections between areas of learning and relate these to their understanding of the wider community and the world, particularly in the higher phases.
- Students can find things out for themselves and use technology effectively to support their learning. In Phases 3 and 4, students use research skills to source and reference relevant examples. However, students in all phases have limited opportunities to develop their critical thinking, problem-solving and innovation skills. Critical thinking and problem-solving skills are not common features of learning.

Areas for development:

- Students' critical thinking, problem-solving, and innovation skills across all phases.
- Students' independence and responsibility for their own learning in Phases 1 and 2.

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

2.1 Personal development	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Very Good

- Students' personal development is good overall. Across all phases, students demonstrate positive and responsible attitudes. They conform well to the routines of the school and show self-discipline. Bullying is rare.
- Relationships among students and teachers are respectful and positive. Students feel a strong sense of belonging to the school community.
- Most students recognise the importance of maintaining a healthy lifestyle. They generally make healthy food choices and engage positively in physical activity. However, their consistent adoption of healthy habits is less secure.
- The school's attendance rate is 93%. Students generally arrive at lessons on time.

Areas for development:
• Attendance rates to meet good standards across all phases. • Students' consistent adoption of healthy lifestyle 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' understanding of Islamic values and awareness of Emirati and world cultures is good overall. Students demonstrate a clear appreciation of Islamic values through their behaviour, participation, and positive interactions across the school. They actively engage in daily assemblies with Holy Qur'an recitation and Islamic learning.
- Students display a strong sense of national pride and are knowledgeable about the heritage and culture of the UAE. They appreciate the country's traditions and actively participate in national events such as the UAE National Day, Flag Day, and Emirati Women's Day.
- Students demonstrate a clear appreciation of and respect for their own and other world cultures. They take pride in sharing their cultural traditions and participate in annual international celebrations. However, their awareness of cultures living in traditional settings around the world is less well-developed.

Areas for development:
• Students' awareness of traditional cultures and ways of life across the world. • Students' understanding of the challenges that different cultures face in the modern world.

2.3 Social responsibility and innovation skills	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- Students' social responsibility and innovation skills are good overall. Students understand their roles and responsibilities as members of the school community, and some take on key roles. They actively participate in school events and assemblies. They participate in regular charity events and collaborate with the Red Crescent through fundraising and donation initiatives. However, their understanding of the importance of wider community engagement beyond the school is less developed.
- Students show a positive work ethic. The school council leads the initiation of events, and students actively participate in the annual Science Fair. However, opportunities for students to independently initiate and manage their own innovative projects are limited across the phases.
- Students show strong environmental awareness and take purposeful action to improve their school environment. Whole-school sustainability initiatives include recycling projects and planting activities that promote conservation locally.

Areas for development:
• Developing innovation, enterprise, and entrepreneurial skills across all phases. • Organising school-wide events for the community.

3. Teaching and assessment				
3.1 Teaching for effective learning	**Phase 1**	**Phase 2**	**Phase 3**	**Phase 4**
	Good	Acceptable	Good	Good

- The quality of teaching for effective learning is good overall. It is good in Phases 1, 3 and 4, and acceptable in Phase 2. Most teachers in Phases 1, 3 and 4 have good subject knowledge and understand how students learn. They use a variety of approaches effectively, including group work, to ensure students engage in lessons. In Phase 4, teachers use a range of strategies effectively to engage and challenge students. However, in Phase 2, teaching does not consistently apply effective strategies to engage all learners or challenge higher-attaining students. Across the school, teachers do not consistently support lower-attaining students effectively.
- Teachers plan purposeful and clearly structured lessons that are aligned with curriculum standards and support the needs of most groups of students. Most teachers in Phases 1, 3 and 4 use time and resources effectively to create successful learning environments. However, in Phase 2, the use of time and resources is less effective. Technology is used in most classes to support students' learning
- Teachers in Phases 1, 3, and 4 use questioning effectively to check and correct understanding. However, in Phase 2, questioning it is less well developed. Across all phases, higher-order questioning to promote deeper thinking and discussion is not consistently used.
- Teachers in Phases 1, 3 and 4 use strategies to meet the needs of most groups of students. However, in Phase 2, differentiation to meet the needs of all groups is inconsistent, and critical thinking, problem-solving, and innovation skills are not consistently promoted in lessons.

Areas for development:

- Consistent use of higher-order questioning to deepen students' thinking across all phases, particularly in Phase 2.
- Teaching strategies that consistently challenge and support all groups of students across all phases, with particular focus on Phase 2.

3.2 Assessment	**Phase 1**	**Phase 2**	**Phase 3**	**Phase 4**
	Acceptable	Acceptable	Acceptable	Acceptable

- Assessment is acceptable overall. Internal assessment processes provide suitable information on students' attainment and progress. The management system enables leaders to cross-reference assessment data and be confident that most information on students' progress is accurate. However, the school does not consistently use external benchmarking assessments to validate students' academic outcomes against national and international standards.
- Most teachers use assessment data to guide their lesson planning and align activities to students' needs. Teachers typically provide support to their students. Assessment data is tracked regularly. The application of external benchmark assessment data supports the identification of progress in science and mathematics to identify gaps in knowledge. However, assessment data is not consistently used to inform curriculum adjustments or to match tasks and levels of challenge to all students' learning needs.
- The school has a marking policy. However, written work is not regularly marked with constructive feedback. This reduces the effectiveness of feedback in supporting students' progress and helping them understand how to improve their work.

Areas for development:

- Use of assessment information to inform teaching and match tasks and levels of challenge more closely to all students' learning needs.

- Regular marking with constructive feedback that helps students improve their work.

4. Curriculum

4.1 Curriculum design and implementation	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- The quality of curriculum design and implementation is good overall. The curriculum has a clear rationale and is broad and balanced. It meets the statutory requirements of the CBSE licensed board and aligns with UAE national priorities. The curriculum meets statutory requirements. Curriculum plans ensure continuity and progression across phases. Scope and sequence documents and year plans ensure that learning builds on prior knowledge. Students are adequately prepared for the next stage of learning.
- There is a range of curricular choices for older students to prepare them well for the future, with a variety of subject options across science and commerce streams. Students in Phases 2 and 3 are offered language choices and a range of clubs to meet their interests. Newly added subjects, including painting, marketing and physical education, provide opportunities to meet students' interests and aspirations. The school offers one Indian language as an option.
- Cross-curricular links are systematically planned and integrated into almost all subjects. The school reviews the curriculum periodically and makes necessary modifications to meet student interests. Recent changes include financial literacy, integration of technology and revisions in the Arabic B curriculum. However, the curriculum does not consistently prepare students for external benchmarking assessments.

Areas for development:

- Curriculum alignment to support preparation for external benchmarking examinations.
- Introduction of more international language options for students in Phases 1 and 2.

4.2 Curriculum adaptation	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- Curriculum adaptation is good overall. The school is successful in modifying the curriculum to meet the needs of almost all groups of students. Individual Education Plans (IEPs) are prepared for students of determination. Gifted and talented students are given additional challenge questions, along with differentiated activities and tiered worksheets. However, these adaptations do not consistently provide sufficient challenge for gifted and talented students.
- The curriculum is functional and designed to engage the majority of students. Opportunities for enterprise, innovation, creativity, and social contribution are limited in lessons. However, initiatives such as Mini Makers and Food Fiesta promote innovation and enterprise beyond the classroom.
- The school offers appropriate learning experiences integrated into most aspects of the curriculum to enable all students to develop an understanding of UAE values and society.

Areas for development:

- Consistent curriculum challenge for gifted and talented students in lessons.
- Planned opportunities for enterprise, innovation, and creativity across the curriculum.

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

- Health and safety, including arrangements for child protection and safeguarding, are good overall. Procedures for safeguarding are effective. All staff and parents are made aware of child protection policies and procedures. Students are also trained to be alert to inappropriate behaviour, including bullying. Most aspects of students' welfare and protection are communicated effectively.
- The school is compliant with effective policies and procedures and provides a safe environment. Students are well supervised, including on school transportation. Most students feel secure. The premises are clean and well maintained. The site is accessible by ramps for those with mobility issues. Phase 4 students support flows and movements throughout the school through corridor supervision. Health and safety records are maintained. Medical staff manage health checks and medication competently. All protocols regarding medicines and their administration are followed meticulously.
- The school systematically promotes healthy living through workshops and health education programmes. There is no canteen on site. School staff maintain an overview of the healthy food choices which students make, supporting students when appropriate.

Areas for development:

- Promotion of health and well-being throughout the school community.
- Engagement of younger students in supervision initiatives for the school environment.

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

- Care and support are good overall. Relationships between staff and students are positive. Students value the dedication of staff in supporting their learning. Such interaction enables teachers to understand students' social, emotional, academic and physical strengths and areas for improvement. Effective systems for behaviour management ensure that there are few behavioural issues. Students successfully manage their own behaviour effectively.
- The school employs robust protocols for tracking students' attendance and punctuality, with systems firmly established. However, the school's approach to promoting attendance and punctuality is adequate rather than highly effective. Attendance is 93%.
- The school has thorough systems in place to identify students with special educational needs and those who are gifted and talented. Trained and effective support is available for students with special educational needs. However, gifted students are mostly well supported through the curriculum and in lessons. The school has yet to formally identify support for students with particular talents in sport or the creative arts.
- Students' well-being and their personal development are routinely monitored throughout the year. Effective career guidance is provided to support older students in making their choice of career path. Many enter higher education in India or the UAE. Transitions between different phases are well managed.

Areas for development:

- Systematic promotion and recognition of good attendance and punctuality.
- Formal identification and support systems for students talented in sports and creative arts.

6. Leadership and management	Judgement
6.1 The effectiveness of leadership	Good
6.2 Self-evaluation and improvement planning	Good
6.3 Partnership with parents and the community	Good
6.4 Governance	Good
6.5 Management, staffing, facilities, and resources	Good

- The quality of leadership and management is good overall. The principal, senior leaders, and key stakeholders are fully committed to improving the school. A new vision and mission of promoting future global citizens and serving the community as a model for teaching and learning has set a clear strategic direction for the school. Leaders at all levels demonstrate secure knowledge of best practices in the CBSE Indian curriculum and have been effective in establishing a positive learning culture where students develop confidence to learn safely. Relationships are professional with mutual understanding to support students. Morale is positive and turnover rates have been reduced significantly. Leaders have consistently addressed previous inspection recommendations. The school is compliant and meets regulatory requirements.

- The school knows its strengths and areas for development through systematic self-evaluation. Key priorities are identified and analysed, with judgements aligned to the UAE inspection framework. School improvement plans are comprehensive. Leaders monitor action plans through evaluation of teaching and learning and understand the impact on students' achievements. There has been significant progress in addressing almost all recommendations from the previous inspection. However, the school would benefit from addressing the best learning styles for boys in Phase 2.

- The school successfully engages parents as partners in their children's learning and school life. The parent council is well established, and parental views are highly regarded. Parents are fully engaged in their children's learning and speak highly of the CBSE curriculum and its impact on their children's development. The school makes regular social contributions, working in partnership with the Red Crescent and E-waste Management. However, the school is in the early stages of establishing an international partnership with an Indian university.

- Governance includes appropriate representation from relevant stakeholders. The Governing Board regularly seeks and considers stakeholders' views and gains detailed knowledge about the school. The Board meets termly, involving the student council, and has acted upon student views to support learning. Each member has a specific role in supporting the school's priorities, fostering accountability for student achievement and personal development. The Governing Board regularly monitors the school's actions and holds senior leaders accountable for the quality of the school's performance. However, accountability could be strengthened.

- Most aspects of day-to-day management are well organised, impacting positively on students' achievements. Procedures and routines are effective and efficient, supported by corridor supervisors and teaching assistants. The school is appropriately staffed and benefits from comprehensive professional development linked to key priorities. The premises date back to 1986 with adaptations including smart boards. The school has planned expansion on a new site. The environment and suitable resources support teaching and learning with present student numbers. However, the school would benefit from recruiting specialist teachers for Arabic and Islamic education.

Areas for development:

- Strengthening strategies to support student achievements across all phases consistently.
- Addressing, better engagement for boys in Phase 2 to improve their outcomes.
- Securing international partnerships to enhance students' global learning experiences.

- Establishing higher-performing targets to strengthen accountability for student achievements.
- Recruitment of specialist teachers for Arabic and Islamic education.

Provision for Arabic

- Staffing provision for Arabic includes 9 teachers supporting 1318 students, with a ratio of 1:19. The library provision includes 73 Arabic books, with 30 fiction and 43 non-fiction titles.
- Reading provision in classrooms includes online platforms. A monthly reading test is conducted to assess progress, and a reading tracker monitors individual student progress. The school has a Bring Your Own Device policy and students use devices in lessons to access online resources. For Phase 1, a one-year pilot project with the International Qur'an Research Association (IQRA) was implemented with the Sheikh Saud Bin Saqr Al Qasimi Foundation.
- Students visit the school library and access technology-based reading activities. Extra-curricular activities include Spelling Bee competitions.

Provision for KG

- Staffing provision includes 8 teachers and 7 teaching assistants, with a ratio of 1:20.
- Learning spaces are organised for literacy, numeracy, arts, and scientific exploration. Learning resources are age appropriate and visual displays celebrate children's work. Interactive boards are in classrooms, and devices support the children's learning.
- Outdoor play areas are safe and well-supervised for exploration of nature and environmental awareness. There are fenced areas for the development of gross motor activities, resourced with swings, slides, and climbing frames.
- A structured induction programme supports children and parents. Orientation sessions and school tours are scheduled. Gradual integration for parents is through orientation sessions and the school's communication platform. Collaboration between Phases 1 and 2 teachers includes the review of children's profiles, and parents are supported through transition meetings.