

**Bright Riders School**  
Indian CURRICULUM

**INSPECTION REPORT**  
**2021-2022**

**ACCEPTABLE**




























## Contents

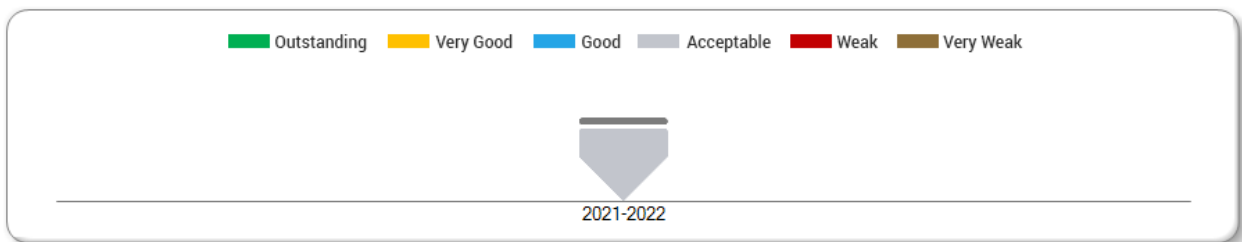
---

|  |          |
|--|----------|
| <b>Contents.....</b>                                   | <b>2</b> |
| <b>School Information .....</b>                        | <b>3</b> |
| <b>Summary of Inspection Findings 2021 - 2022.....</b> | <b>4</b> |
| <b>Overall School Performance.....</b>                 | <b>6</b> |
| <b>Main Inspection Report .....</b>                    | <b>8</b> |

### School Information

|                     |   |                           |
|---------------------|---|---------------------------|
| General Information |  Location                                | Dubai Investment Park     |
|                     |  Opening year of School                  | 2018                      |
|                     |  Website                                 | www.brightridersdubai.com |
|                     |  Telephone                               | 04-823-7444               |
|                     |  Principal                               | Deepa Shetty              |
|                     |  Principal - Date appointed              | 3/1/2018                  |
|                     |  Language of Instruction                 | English                   |
|                     |  Inspection Dates                        | 21 to 24 February 2022    |
| Students            |  Gender of students                      | Boys and girls            |
|                     |  Age range                               | 4-13                      |
|                     |  Grades or year groups                   | KG 1-Grade 7              |
|                     |  Number of students on roll              | 558                       |
|                     |  Number of Emirati students              | 0                         |
|                     |  Number of students of determination    | 31                        |
|                     |  Largest nationality group of students | Indian                    |
| Teachers            |  Number of teachers                    | 38                        |
|                     |  Largest nationality group of teachers | Indian                    |
|                     |  Number of teaching assistants         | 13                        |
|                     |  Teacher-student ratio                 | 1:15                      |
|                     |  Number of guidance counsellors        | 0                         |
|                     |  Teacher turnover                      | 0                         |
| Curriculum          |  Educational Permit/ License           | Indian                    |
|                     |  Main Curriculum                       | Indian                    |
|                     |  External Tests and Examinations       | Asset                     |
|                     |  Accreditation                         | CBSE                      |

### School Journey for BRIGHT RIDERS SCHOOL



## Summary of Inspection Findings 2021 - 2022

The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

|                           |  |
|---------------------------|--|
| Students Outcomes         | <ul style="list-style-type: none"> <li>Students' achievements are acceptable in the key subjects, with two exceptions of less satisfactory performance in the Middle school. Their learning skills are good in all grades.</li> <li>Students' personal and social development improve according to their ages. They demonstrate good attitudes toward learning and school life in general. The younger children whose entry to schooling was delayed, sometimes struggle to behave appropriately in classroom settings.</li> </ul>   |
| Provision for learners    | <ul style="list-style-type: none"> <li>The quality of teaching is mixed and is best in the higher grades. Teachers demonstrate appropriate subject knowledge, but a few do not use strategies appropriate to the ages and abilities of their students. Assessments of learning are matched to the curriculum standards, but the resulting data analysis is applied inconsistently to teachers' lesson plans.</li> <li>The curriculum meets the needs of most students. It is based upon the Central Board of Secondary Education (CBSE) and UAE Ministry of Education (MoE) standards as well as the UK's Early Years Foundation Stage (EYFS) documents. Curriculum implementation is inconsistent, meaning that some tasks may not match students' prior learning and abilities.</li> <li>The provision for the health and safety of students is very good. The support provided for students varies in quality. Students of Determination may experience inconsistent quality of support in lessons, sometimes due to inaccurate identification of needs.</li> </ul> |
| Leadership and management | <ul style="list-style-type: none"> <li>The leadership of the school is of an acceptable quality overall. During a period of rapid growth and pandemic measures, leaders have successfully managed the school. Staff morale is high, as is the well-being of teachers. The school's partnerships with parents are good. Governors support the school well but need to know more about the priorities for improvement.</li> </ul>  |

**The best features of the school:**

- The students' learning skills are good overall.
- The students' personal and social development are mostly good.
- The quality of teaching is good in the higher grades.
- The provision for students' health and safety is very good.
- The school's partnerships with parents are of a good quality.








**Key Recommendations:**

- Raise students' attainment to good levels in all key subjects.
- Improve the quality of teaching so that most lessons are good in all key subjects.
- Improve the curriculum delivery so that tasks match students' prior learning and ability levels.
- Improve the support for students, especially students of determination, so that all make good progress from their starting points.
- Improve the accuracy of internal evaluations across all performance indicators.

## Overall School Performance

### Acceptable

#### 1. Students' Achievement

|   |            | KG             | Primary        | Middle         |
|---|------------|----------------|----------------|----------------|
| <br>Islamic Education                | Attainment | Not applicable | Acceptable     | Acceptable     |
|   | Progress   | Not applicable | Acceptable     | Acceptable     |
| <br>Arabic as a First Language       | Attainment | Not applicable | Not applicable | Not applicable |
|   | Progress   | Not applicable | Not applicable | Not applicable |
| <br>Arabic as an Additional Language | Attainment | Not applicable | Acceptable     | Weak           |
|   | Progress   | Not applicable | Acceptable     | Acceptable     |
| <br>Language of instruction        | Attainment | Not applicable | Not applicable | Not applicable |
|   | Progress   | Not applicable | Not applicable | Not applicable |
| <br>English                        | Attainment | Acceptable     | Acceptable     | Acceptable     |
|   | Progress   | Acceptable     | Acceptable     | Acceptable     |
| <br>Mathematics                    | Attainment | Acceptable     | Acceptable     | Weak           |
|   | Progress   | Acceptable     | Acceptable     | Acceptable     |
| <br>Science                        | Attainment | Acceptable     | Acceptable     | Acceptable     |
|   | Progress   | Acceptable     | Acceptable     | Acceptable     |

|                 | KG   | Primary | Middle |
|-----------------|------|---------|--------|
| Learning skills | Good | Good    | Good   |

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

|   | KG         | Primary    | Middle    |
|---|------------|------------|-----------|
| Personal development  | Good       | Good       | Good      |
| Understanding of Islamic values and awareness of Emirati and world cultures | Acceptable | Good       | Very good |
| Social responsibility and innovation skills                                 | Good       | Acceptable | Good      |

## 3. Teaching and assessment

|                                 | KG         | Primary    | Middle     |
|---------------------------------|------------|------------|------------|
| Teaching for effective learning | Acceptable | Acceptable | Good       |
| Assessment                      | Acceptable | Acceptable | Acceptable |

## 4. Curriculum

|                                      | KG         | Primary    | Middle     |
|--------------------------------------|------------|------------|------------|
| Curriculum design and implementation | Acceptable | Acceptable | Acceptable |
| Curriculum adaptation                | Acceptable | Acceptable | Acceptable |

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

|   | KG         | Primary    | Middle     |
|---|------------|------------|------------|
| Health and safety, including child protection | Very good  | Very good  | Very good  |
| Care and support                              | Acceptable | Acceptable | Acceptable |

## 6. Leadership and management

|   |            |
|---|------------|
| The effectiveness of leadership                 | Acceptable |
| School self-evaluation and improvement planning | Acceptable |
| Parents and the community                       | Good       |
| Governance                                      | Acceptable |
| Management, staffing, facilities and resources  | Acceptable |

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

## Main Inspection Report

### 1. Students' Achievements

#### Islamic Education

|            | KG             | Primary    | Middle     |
|------------|----------------|------------|------------|
| Attainment | Not applicable | Acceptable | Acceptable |
| Progress   | Not applicable | Acceptable | Acceptable |

- Students in the Middle school demonstrate adequate knowledge and understanding of aspects of Islamic education, particularly, the Articles of Faith and understanding of the Holy Qur'an and Hadeeth. Students in the upper primary grades display achievement that is age-appropriate, but the attainment of students in the early primary grades is low.
- Most students across both phases make appropriate progress in Islamic manners and etiquettes. They can relate rulings from verses of the Holy Qur'an and Hadeeth. However, their memorisation and recitation of the Holy Qur'an and their application of Tajweed are more incomplete.
- Small class sizes and students' learning skills in the Middle school lead to better progress in lessons. In this phase students are beginning to connect topics in Fiqh and Islamic morals to real-life situations.

#### For Development:

- Improve student recitation skills.

#### Arabic as an Additional Language

|            | KG             | Primary    | Middle     |
|------------|----------------|------------|------------|
| Attainment | Not applicable | Acceptable | Weak       |
| Progress   | Not applicable | Acceptable | Acceptable |

- Although internal assessment data indicate good attainment in all phases, students' knowledge and understanding in the primary grades is just in line with the curriculum standards. Achievement for students in the middle phase is below expectations especially in the skills of speaking and writing.
- Students across both phases make steady progress in developing listening skills and building appropriate vocabulary. However, the application of new language to real life situations is limited. Students in the primary grades make better progress in reading as they can use their phonological skills to decode and read unfamiliar words.
- Changes in provision of the new Arabic curriculum are proceeding. As a result, students in the primary grades are making steady progress in acquiring new reading skills. However, students in both phases make less rapid progress in speaking and writing.

#### For Development:

- Provide more opportunities for students to apply their new language skills to daily routines.
- Improve students' speaking and writing skills.



## English

|            | KG         | Primary    | Middle     |
|------------|------------|------------|------------|
| Attainment | Acceptable | Acceptable | Acceptable |
| Progress   | Acceptable | Acceptable | Acceptable |

- Students' English skills are mixed; their oral skills are usually stronger than their writing skills. A minority of students demonstrate good or better reading and writing skills.
- Progress in lessons is often good but is impeded by tasks that miss students' developmental milestones. Their written work shows steady progress through the curriculum at each grade.
- Class discussions are often lively, reflecting the students' enthusiasm for English and the topics they are studying but only a few students write notes during lessons in support of learning.

### For Development:

- Provide opportunities for students to take more notes during English lessons.
- Support students writing at length in a variety of formats..

## Mathematics

|            | KG         | Primary    | Middle     |
|------------|------------|------------|------------|
| Attainment | Acceptable | Acceptable | Weak       |
| Progress   | Acceptable | Acceptable | Acceptable |

- Children in KG1 are making a good start to learning mathematics and often attain standards above those seen in Grade 1. In the middle school grades students are making progress, but it is not rapid enough to close significant gaps in their knowledge and skills.
- Across all three phases, students' attainment is strongest in number and place value. Weaknesses in measurement, geometry and fractions are evident in lessons and in students' written work. Most students attempt simple word problems, but they lack the understanding to solve those which require higher levels of mathematical thinking.
- Students' use of appropriate subject vocabulary is beginning to improve, in line with the school's subject improvement plan.

### For Development:

- Support students in the higher grades to make more rapid progress to close the gaps in their knowledge and skills.
- Develop the higher levels of mathematical thinking skills to solve word problems.

## Science

|            | KG         | Primary    | Middle     |
|------------|------------|------------|------------|
| Attainment | Acceptable | Acceptable | Acceptable |
| Progress   | Acceptable | Acceptable | Acceptable |

- Although acceptable overall there is a variation in students' progress and attainment across the grades. Slightly better progress is made in lessons by students in the upper grades because teaching is more effective. In Grade 1, learning is adversely affected by students' inappropriate behaviour.
- Students make steady progress developing their knowledge of the life, physical and earth sciences. However, they are not given enough opportunities to engage in practical investigations, to develop practical skills and deepen their understanding of scientific concepts.
- In most lessons' students are able to acquire and recall factual knowledge, rather than develop their investigative and critical thinking skills.

### For Development:

- Develop the scientific skills of observing, hypothesising and investigating.
- Develop critical thinking skills in analysing the results of hands-on investigations.

## Learning Skills

|                 | KG   | Primary | Middle |
|-----------------|------|---------|--------|
| Learning skills | Good | Good    | Good   |

- Most students demonstrate an appropriate work ethic and are keen to learn. Children in the Kindergarten are able to work independently for short periods of time. Students in the other phases mostly work without close supervision. They occasionally take responsibility for learning.
- Children in the Kindergarten learn to share resources when engaged in small group activities. In other phases, students collaborate well when working in groups. This is not a common feature in Grade 1, where students do not listen carefully enough to each other's contributions.
- Students are beginning to make limited connections between areas of learning and real-life situations. Critical thinking and enquiry skills are starting to be evident in a few lessons.

### For Development:

- Develop enquiry and critical thinking skills in all subjects and grades.
- Provide opportunities for older students to attempt tasks that require enterprise and innovation.
- Support Grade 1 students in taking greater responsibility for behaviour and learning.

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

|                      | KG   | Primary | Middle |
|----------------------|------|---------|--------|
| Personal development | Good | Good    | Good   |

- Students across all phases demonstrate consistently positive and responsible attitudes. They are courteous towards their peers, adults and visitors. They are respectful, friendly and supportive to the needs of their peers. Students in middle school show developing self-reliance.
- Most students enjoy coming to school, where they feel safe, valued and well-supported. They are generally well behaved and follow school rules inside and outside their classrooms. However, a few students in Grade 1 display undesirable behaviour, which impedes the learning of all students.
- Most students are aware of the importance of healthy lifestyles. They take the necessary steps to make healthy eating choices. They are usually punctual to lessons, although their attendance rates are require improvement.

|   | KG         | Primary | Middle    |
|---|------------|---------|-----------|
| Understanding of Islamic values and awareness of Emirati and world cultures | Acceptable | Good    | Very good |

- Older students demonstrate a strong understanding of, and respect for, Islamic values. Most students display a well-developed knowledge and awareness of how these values affect them. They apply the principles of generosity and care for others during the month of Ramadan. These are less well-developed among children in the Kindergarten.
- Across the school students are very respectful toward the Emirati culture. They participate in cultural events promoting the heritage of the UAE, such as, National Day and Flag Day. Students in the primary and middle phases sing the UAE national anthem with reverence.
- All students in the primary and middle schools take part in the 'Global Awareness' project. As a result, they have developed strong understanding of their own and other world cultures. This awareness is still developing among children in KG.

|   | KG   | Primary    | Middle |
|---|------|------------|--------|
| Social responsibility and innovation skills | Good | Acceptable | Good   |

- Students respond particularly well to opportunities to take on roles of leadership and support. These contribute much to the school community and ethos. Such opportunities are more likely to be available for students in the middle phase than in the primary grades.
- Most students have a positive work ethic. They respond very well to others, and relationships are very good. The well-developed sense of social responsibility of the majority is less likely to be seen in the lower primary grades, particularly in Grade 1.
- Students are well aware of environmental issues and are keen to be involved in activities that improve the school environment. They engage in a few activities that have relevance within the community beyond the school.

**For Development:**

- Improve the behaviour and social responsibility of students in Grade 1.
- Develop the students’ awareness and understanding of other world cultures.

**3. Teaching and assessment**

|                                 | KG         | Primary    | Middle |
|---------------------------------|------------|------------|--------|
| Teaching for effective learning | Acceptable | Acceptable | Good   |

- Most teachers demonstrate secure subject knowledge. In the most effective lessons in the higher grades, teachers plan activities that build on students’ prior knowledge. They provide clear explanations and engage students by using a variety of relevant and practical activities.
- Lesson planning is detailed, but plans are rarely delivered in full. Therefore, lessons may fail to meet the needs of all students or ensure that the curriculum is delivered to the required standards. The same tasks are often given to all students which result in a lack of sufficient challenge for some or be too complicated for other students.
- Teacher and student interactions are usually positive. However, questioning to students promotes deep thinking in only a minority of lessons. This shortfall inhibits the development of students' critical thinking skills and the depth of their understanding.

|            | KG         | Primary    | Middle     |
|------------|------------|------------|------------|
| Assessment | Acceptable | Acceptable | Acceptable |

- The school has a range of formative and summary assessments in place. These include the recording and analysis of both internal and external test data. The analyses are understood by teachers, but only a minority use them effectively to set learning tasks for students.
- Analysis of external data is used appropriately to set whole school, whole class and subject priorities for improvement. The association of data from internal, external and Asset assessments has not been consolidated into an overview of students' abilities and achievements.
- Teachers have reasonable knowledge of their students' strengths and weaknesses. Some teachers use this knowledge to focus questions and to plan reviews of learning at the beginning of lessons. Only a few teachers challenge their students at their developmental levels consistently.

#### For Development:

- Develop teachers' questioning skills to establish what students know and provoke deeper thinking.
- Develop school assessments to provide valid and consistently accurate measures of student's attainment and progress.
- Use assessment information to set appropriately challenging tasks for all students.

## 4. Curriculum

|                                      | KG         | Primary    | Middle     |
|--------------------------------------|------------|------------|------------|
| Curriculum design and implementation | Acceptable | Acceptable | Acceptable |

- The curriculum is broad, balanced and aligned with the MoE and CBSE standards. The KG curriculum lacks focus for developing age-appropriate skills. Curriculum planning is better in the upper phases and ensures that students develop age-appropriate knowledge, skills and understanding.
- Curriculum progression and challenge is planned and ensures better outcomes for students in the higher grades. Cross-curricular links are made occasionally in lessons. The curriculum is enriched with learning experiences that match students' interests, including art, music, dance, PE and club activities. The school provides students with the choice of two extra languages, Hindi and French.
- The curriculum is reviewed, and modifications are made based on the gaps identified in students' knowledge, skills and understanding. However, modification to the curriculum are not implemented consistently nor effectively in all lessons.

|                       | KG         | Primary    | Middle     |
|-----------------------|------------|------------|------------|
| Curriculum adaptation | Acceptable | Acceptable | Acceptable |

- The curriculum is planned appropriately to meet the learning needs of students of different abilities. In most lessons, teachers provide limited support to students of different abilities, particularly students of determination. As a result, the differing learning needs of students are not consistently met.
- The school provides some extra-curricular activities through a range of clubs and student volunteering to support student learning. There are too few planned opportunities that nurture innovation, enterprise or creativity to enhance learning.
- Emirati culture, the values of Islam and the UAE's society are included in lessons and morning assemblies to ensure that all students develop an understanding and appreciation of them. Field trips and activities related to the environment have been paused due to government restrictions.
- Arabic is taught to children in from KG2.

**For Development:**

- Provide more opportunities for innovation, enterprise and creativity for students in all subjects across all phases.
- Ensure that all students are given adequate time to learn in all lessons.

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

|   | KG        | Primary   | Middle    |
|---|-----------|-----------|-----------|
| Health and safety, including child protection | Very good | Very good | Very good |

- Child protection procedures are thorough and supported by rigorous policies and procedures. Regular training ensures that all staff members are familiar with the safeguarding arrangements. Protection from any form of abuse is given a high priority and any emerging issues are managed with sensitivity.
- The buildings and grounds are maintained to a high standard of cleanliness and repair. They are suited to the educational needs of most students. However, the upper floors are not accessible for students with mobility difficulties.
- The school's medical staff ensure that all requirements for students' medical examinations and record keeping are met. Together with the staff they are effective in promoting healthy eating and fitness. The arrangements for the arrivals and departures of students are very well organised.

|                  | KG         | Primary    | Middle     |
|------------------|------------|------------|------------|
| Care and support | Acceptable | Acceptable | Acceptable |

- Relationships between staff members and students across all phases are caring and based upon mutual respect. In most classes, teachers follow a consistent approach to behaviour management and students are polite and self-disciplined.
- The school uses different methods to identify students of determination and those who are gifted; however, they are often inconsistently applied and sometimes lack the required focus. As a result, of inaccurate identification, support for students in lessons can be ineffective. Appropriate and challenging learning goals required for students are absent in too many cases.
- The inclusion staff however, manages the well-being and personal development of a significant number of students, which is a strength within the overall provision of guidance and support.

**For Development:**

- Improve the identification of students of determination and others and ensure that lessons include tasks matched to their abilities.
- Ensure that all students have an assigned member of the staff whom they can approach with personal concerns.
- Ensure that all areas of the school are accessible by all students.

**Inclusion of students of determination**

|  |            |
|--|------------|
| Provision and outcomes for students of determination | Acceptable |
|--|------------|

- The school welcomes students of determination, resulting in a diversity of learning needs. Policies are underdeveloped and do not fully support appropriate practices. The school has not established an effective inclusion improvement plan which compromises the quality of provision and support for students.
- Although the school uses different methods to identify the needs of students of determination, they are inconsistently applied. As a result, the teaching in some classes does not lower barriers to learning nor promote active participation. Interventions are still inconsistently matched to student abilities
- A majority of parents are happy with the information they receive from the school. However, the engagement of parents in establishing goals and learning support for their children requires further development.
- Curriculum modifications based on individual student’s needs are inconsistent. Although some lesson plans show differentiation of tasks, they are rarely successful in practice. In a few lessons learning activities may be irrelevant or meaningless.
- The development of independent, active learning skills is slow. In most cases, resources are not personalised for specific skills. This hinders opportunities for collaboration and reflection.

**For Development:**

- Write a comprehensive plan for the identification, support, monitoring and evaluation of inclusive education and share it with all stakeholders.
- Improve curriculum modification across all phases so that students of determination are engaged with relevant and meaningful tasks.

## 6. Leadership and management

|   |            |
|---|------------|
| The effectiveness of leadership                 | Acceptable |
| School self-evaluation and improvement planning | Acceptable |
| Parents and the community                       | Good       |
| Governance                                      | Acceptable |
| Management, staffing, facilities and resources  | Acceptable |

- Most leaders share the school's vision and mission and work together to realise it. They are committed to achieving the priorities of the governments of Dubai and the UAE. They have begun to promote inclusion. Most, but not all leaders demonstrate knowledge of the best practices in curriculum planning, teaching and assessments of learning. Relationships and communication are positive and staff morale is high. Senior leaders delegate responsibilities carefully; consequently, leaders have addressed some of the barriers to improvement.
- The procedures for internal evaluation of the school's quality are not fully effective. The data for evaluations are inconsistently analysed, although the key priorities are identified. The judgements made by leaders are often too generous. However, there was progress made by the school on the recommendations after the DSIB's pre-inspection visit. The whole school action plan is detailed and useful, but the subsidiary development plans less so.
- Parents have mostly positive opinions about the school and how it supports the progress of their children. They are kept well informed about relevant updates by a variety of media, including an online portal. The reports produced by the school are accurate, but do not inform students, or their parents, about the next steps in learning. The school has established links with local partners and other schools to support students' academic and personal development.
- The school's governing body has representation from a majority of stakeholder groups. It regularly seeks information about the operation of the school, but collectively lacks detailed knowledge about inclusion and other priorities for improvement. Governors hold the Principal accountable for the overall quality of the school's provision and outcomes. Governors have some positive effects upon the overall work of the school and ensure that it is compliant with all statutory requirements.
- The school operates effectively on a daily basis. Most, but not all teachers are suitably qualified. Opportunities for professional development are provided for teachers on a regular basis, at the whole-school, small group and subject levels. The facilities for outdoor sport, music and dance have enabled curriculum enrichment for almost all students. A range of modern resources provide support for teaching and learning across the school, but resources in the Kindergarten are limited.

### For Development:

- Extend leaders' knowledge of best practices in teaching and assessing learning across all phases and subjects.
- Use data more effectively to evaluate the school and set improvement priorities.
- Improve the Governors' knowledge of the school's improvement priorities.



## What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)