

INSPECTION REPORT

2022-2023



RUSSIAN INTERNATIONAL SCHOOL

RUSSIAN CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Muhaisnah 4
	Opening year of School	2006
	Website	www.dubairuschool.com
	Telephone	97142641515
	Principal	Marina Khalikova
	Principal - Date appointed	3/8/2014
	Language of Instruction	Russian
	Inspection Dates	21 to 25 November 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 11
	Number of students on roll	408
	Number of Emirati students	0
	Number of students of determination	9
	Largest nationality group of students	Russian

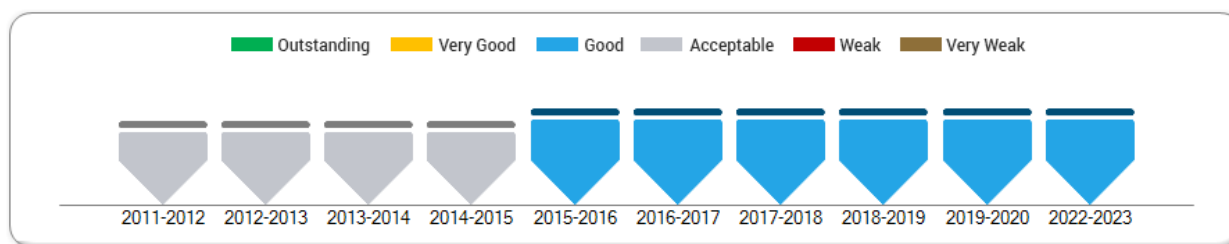
TEACHERS

	Number of teachers	30
	Largest nationality group of teachers	Russian
	Number of teaching assistants	1
	Teacher-student ratio	1:14
	Number of guidance counsellors	10
	Teacher turnover	33%

CURRICULUM

	Educational Permit/ License	Russian
	Main Curriculum	Russian
	External Tests and Examinations	Volgograd
	Accreditation	Volgograd

School Journey for RUSSIAN INTERNATIONAL SCHOOL



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Students' attainment has improved in mathematics in the middle and secondary phases, with very good to outstanding attainment and progress. Attainment in other key subjects remains good to outstanding across the phases, and acceptable in Islamic Education and Arabic. Students' learning skills in primary have declined to good, reflecting restricted opportunities for active, collaborative, enquiry-based learning.
- Students across the school demonstrate very good levels of personal responsibility. Relationships among students, and between students and members of staff, are very positive. Students show good understanding of Islamic values, and UAE heritage and culture. Their very good social contribution across the primary, middle, and secondary phases supports a wide range of activities led by students. Children in KG make age-appropriate contributions, in their good behaviour, and consideration for their classmates.

PROVISION FOR LEARNERS

- Teachers throughout the school demonstrate good subject knowledge. Interaction between teachers and students has a varying effect on students' knowledge and understanding. Teaching in lessons does not always meet the needs of all groups of students. This is because teachers do not always consider their knowledge of students' strengths and development needs to plan appropriate learning activities.
- The school has implemented a new English curricular programme in the primary phase alongside the new Russian curriculum. Provision remains good to very good. Teachers do not always modify the curriculum to meet the needs of all groups of students, including the gifted and talented. Extra-curricular activities do not yet attract sufficiently high participation.
- The school's provision for health and safety ensures that the school is generally safe and secure. Provision for their care, guidance, and support means that students are well cared for across the phases. Not all doors used as emergency exits have one-way locks that permit easy exit. Attendance and late-coming procedures do not support high attendance or punctuality. Personal development programmes do not provide senior leavers with advice on next steps in their careers.

LEADERSHIP AND MANAGEMENT

- Leaders' clear vision for international education informs well-considered curricular development of English language learning alongside the new Russian curriculum. School leaders and governors know accurately the school's strengths and development needs. Governors' monitoring focuses very appropriately on students' outcomes. Their resourcing focuses on the provision of textbooks. The school remains seriously under resourced if it is to realise its internationalist vision of active, enquiry-based, practical learning experiences.

The Best Features of The School:

- The overall good quality of students' achievement in Russian, English, mathematics, and science
- Students' very good personal development and their social responsibility
- The high-quality curricular provision for students' study of Russian language and literature
- The very good quality of partnership with parents that supports students' achievement and personal development
- The overall good quality of school leadership in support of the school's vision to provide international education






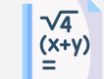

Key Recommendations:

- Improve the quality of students' achievement in Islamic Education and Arabic.
- Develop the quality of curriculum design and modification, especially in the primary phase.
- Provide adequate resources and ensure that the science laboratory is re-equipped and re-opened.
- Employ enough teachers to allow middle leaders, especially in Islamic Education and Arabic, adequate time to manage their departments.
- As a matter of urgency, ensure that emergency evacuation arrangements allow easy and immediate exit from all emergency doors.

Overall School Performance

Good

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 Language of instruction	Attainment	Good	Outstanding ↑	Very good	Outstanding
	Progress	Good	Very good	Very good	Outstanding
 English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Good	Very good	Very good ↑	Outstanding ↑
	Progress	Good	Very good	Very good ↑	Very good
 Science	Attainment	Good	Good	Very good	Very good
	Progress	Good	Good	Very good	Very good
Learning skills		KG	Primary	Middle	Secondary
		Good	Good ↓	Very good	Very good

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

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

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Good	Very good
Assessment	Good	Good	Good	Good

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Good	Very good	Very good
Curriculum adaptation	Good	Good	Good ↓	Good ↓

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

6. Leadership and management

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

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

Wellbeing

The quality of wellbeing provision and outcomes is at a high level:

- Leaders' well-developed vision for the wellbeing is evident in the daily life of the school. The governing board and leaders know some of the wellbeing issues in the school and take action to address these. Leaders' gathering of data, and tracking and monitoring of wellbeing provision and outcomes, are emerging features. This restricts improvement planning.
- The student counsellor provides effective support. The open-door policy of the services ensures support is accessible. Student and parent councils initiate and implement wellbeing-based projects. Staff members communicate positive wellbeing. Parents report excellent communication with the school, and a very active approach to wellbeing from leaders and members of staff.
- The wellbeing experience of all within the school community is very positive. The school counsellor runs a variety of programmes to support student wellbeing which are enhanced by a series of whole school initiatives and theme days. Students' responses to surveys, and other informal interactions, indicate that they feel safe, cared for, and that their opinions are heard. Nonetheless, leaders recognise important next steps in developing the wellbeing the curriculum in a systematic way to ensure a broad, balanced, and comprehensive experience for all students.

UAE social studies and Moral Education

- The teaching of moral, social, and cultural studies follows the new Ministry of Education (MoE) curriculum. It has the prescribed number of lessons each week in Grades 1 to 9 and is fully integrated in Grades 10 and 11.
- The curriculum is based on the latest books from the MoE. Lessons are taught in Russian in Grades 1 to 4, with a broad range of additional resource material. In Grades 5 to 9 the language of instruction is English with some Russian for clarity.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Across all phases, students achieve similar achievement levels in the key areas of Islamic Education. They demonstrate a secure understanding of basic concepts, beliefs, and practices. Language barriers limit the progress of many new students.
- Skills of recitation and memorisation from The Holy Qur'an are better developed in the primary and lower middle phases. The illustration of Islamic concepts and rulings, and guidelines from verses and the Hadeeth, are underdeveloped.
- In general, concepts linking with everyday situations are developing in all phases. However, critical thinking and supporting evidence from The Holy Qur'an or Hadith are still below expected levels.

For Development:

- Improve consistency in the links between key Islamic concepts and real life.
- Enhance critical thinking and quotation from The Holy Qur'an and Hadith to understand the links between the different elements of Islamic Education.

Arabic as an Additional Language

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Acceptable	Acceptable	Not applicable

- In both phases, most students can answer simple, familiar questions using a limited range of vocabulary. They can use Arabic in different contexts appropriate to their age. Listening and speaking skills are well developed across both phases.
- Students express themselves using basic vocabulary and simple sentence structures in the middle phase. Writing is underdeveloped, though there is a stronger picture in Grades 1 to 3.
- Different approaches and varied teaching strategies are reflected in the quality of students' work in their notebooks in both phases. However, many students have difficulty in decoding words and in understanding extended texts.

For Development:

- Ensure that students' skills develop quickly to align with curriculum standards.
- Identify gaps in students' linguistic knowledge and understanding and develop appropriate activities to ensure these are addressed.

Language of instruction

	KG	Primary	Middle	Secondary
Attainment	Good	Outstanding ↑	Very good	Outstanding
Progress	Good	Very good	Very good	Outstanding

- Attainment in external curriculum assessments is very strong in the primary, middle, and secondary phases. Boys and girls attain similarly throughout the school. Students have a strong age-appropriate knowledge of Russian classical literature.
- Children in KG have well-developed vocabulary. Secure knowledge of grammar and spelling rules remains a strength of students in Primary and Middle. Students in Secondary develop their appreciation of the best examples of Russian poetry and can recite favourite pieces by heart.
- Effective use of classical texts to illustrate the rules of Russian language, grammar and spelling has a positive impact on students' motivation. Development of critical thinking skills is not yet fully embedded in each lesson.

For Development:

- Extend students' enjoyment and use of poetry so that proficiency in Russian language for younger children improves.
- Provide more opportunities for high-quality creative writing to students in the primary and middle phases.

English

	KG	Primary	Middle	Secondary
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- Achievement varies with grades. Children in KG, beginning English, progress well from KG1 to KG2. Overall, at the end of each phase, the majority of students attains above curriculum standards and makes better than expected levels of progress.
- Listening, speaking, and reading skills, which are improving in the lower phases, become robust in the middle phase. Handwriting and written expression are not of the same standard. Extensive, independent, and creative writing is developing in Secondary, showing a wide range of levels from basic to bilingual. Spelling and punctuation are inconsistent within grades.
- Tasks and activities are inconsistently matched to students' needs. Teachers' low expectations and lack of challenge provide insufficient opportunities for the more able to reach their full potential.

For Development:

- Develop a common approach to curriculum development and implementation so that proficiency in key skills rapidly develops across all phases.
- Improve differentiated teaching methods so that all groups of students are appropriately challenged and supported, especially the more able and those with particular linguistic skills.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Good	Very good	Very good ↑	Outstanding ↑
Progress	Good	Very good	Very good ↑	Very good

- Attainment on international benchmarking is stronger for students in Secondary. Boys and girls attain equally throughout the school. Students across the phases have strong skills of mathematical communication.
- Children in KG have a well-developed sense of number. Mental mathematics calculation is a strength of students in Primary and Middle. Students in Secondary can apply their algebraic skills to solving exponential equations and inequalities.
- Students' critical thinking skills are better developed in the middle and secondary phases. Only limited opportunities for investigations, discussions and applied mathematics are provided during lessons. Students' use of learning technology is not well developed.

For Development:

- Provide more opportunities for investigations and applied mathematics.
- Develop opportunities for students to use learning technology in lessons.

Science

	KG	Primary	Middle	Secondary
Attainment	Good	Good	Very good	Very good
Progress	Good	Good	Very good	Very good

- Stronger achievement is evident in Middle and Secondary where advanced language skills allow better access to the science curriculum. Volgograd Grade 10 and 11 results remain outstanding. The natural curiosity of children in KG is not being fully developed by their limited experience in science.
- In Primary, there are too few opportunities to develop skills in problem-solving, critical thinking, and research. Across all phases, the failure to implement practical investigative work delays the development of strong enquiry skills.
- Students enjoy numerous opportunities to discuss their understanding of science and to build their confidence in the development of a broad scientific vocabulary. Science is usually related to the real world, making it interesting and relevant.

For Development:

- Ensure that enquiry, investigation, and practical work are regular features in science lessons in all phases.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Good	Good ↓	Very good	Very good

- Students are keen to learn, especially when given opportunities to engage actively. They are very respectful of teachers and of their fellow students. They collaborate well. Group work is developing. Students communicate their learning clearly, using appropriate vocabulary in science and mathematics.
- Children and students make frequent connections to everyday life. Cross-curricular links are best in KG, in English in Primary, and in science. In the higher grades, students take more responsibility for their own learning when they have opportunities to evaluate their own work.
- Critical thinking and problem-solving skills are strong in Russian and in mathematics, but only developing in other subjects. Students' skills in investigation, enquiry and research are underdeveloped.

For Development:

- Ensure that students develop stronger critical thinking, problem-solving, and independent learning skills, with a focus on innovation, enquiry, and practical work.

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

	KG	Primary	Middle	Secondary
Personal development	Very good	Very good	Very good	Very good

- Students demonstrate very mature, well-formed, responsible attitudes. They are self-reliant. They think and act as partners in their school. Bullying is very rare. Students have regular and increasingly effective meetings with their supervisors to check on progress and wellbeing.
- Students' behaviour is excellent. They are courteous to adults and to fellow students. Almost all exercise strong self-control. They demonstrate an appropriate work ethic and discipline in line with the ethos of the school.
- Students make safe and healthy life choices. Most make use of the healthy snacks and meals in the canteen. Most are active, willing participants in physical education classes. A small number of students struggles with punctuality, and with arriving on time at the next class.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students have a clear appreciation of the Islamic values of tolerance, generosity, and kindness. They recognise that the UAE and Dubai represent these values through the welcoming and harmonious integration of people from different backgrounds and nationalities.
- Students fully respect and appreciate the heritage and culture that influence contemporary life in the UAE. They speak highly of the Emirati people. They are involved in a range of activities during the celebration of National Day.
- Students are proud of their own heritage and can discuss it with confidence. They enthusiastically participate in celebrating the school's International Day. Students, most notably in Middle and Secondary, have a secure knowledge and understanding of other world cultures.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Good	Very good	Very good	Very good

- Students from the primary phase onwards eagerly take on numerous roles, typically serving on junior, senior and scientific councils and running charity events such as that for Diabetes Awareness. Children in KG take good care of their immediate environment, although they have fewer formal roles.
- Students lead by example through running anti-bullying campaigns and through organising visits to the school by writers, poets, and a cosmonaut. There are opportunities to be enterprising. There is scope for even more students to be involved in entrepreneurial ventures.
- Students are very active in supporting sustainability schemes. They have participated in clean-up campaigns and have set up Green initiatives and several school recycling drives.

For Development:

- In KG and Primary, improve students' awareness of other world cultures.
- Provide further opportunities for more students to be involved in entrepreneurial projects.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Good	Very good

- Teachers demonstrate a good knowledge of their subject, are competent, supportive, and interact well with students. The best lessons enable students' use of resources beyond textbooks. Some teachers use learning technology simply to project worksheets.
- Teachers know their students well and aim to adapt their strategies to meet all needs. Most lesson plans include differentiation measures. Teaching does not consistently match planning.
- Teaching does not always include sufficient challenge for students to reach their full potential. Lesson activities do not consistently provide students with opportunities to develop critical thinking, enquiry, problem-solving, and independent learning skills.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Good	Good

- Internal assessment processes are coherent and consistent. They align with expected curriculum standards, and generally provide accurate measures of students' progress in most subjects. In Islamic Education and Arabic, internal school assessment data are inflated.
- Information on students' attainment and progress is analysed and disseminated to teachers. Accurate tracking of progress over time is developing. Data identify the different attainment groups and help to support teaching. In practice, differentiation is inconsistent.
- Data are used to profile students according to ability levels. Teachers know students' strengths. Oral feedback to students is constructive, but written feedback is rare. Students' assessment of their own and others' work is not yet common.

For Development:

- Plan and teach lessons that meet the needs of all ability groups.
- Ensure that learning plans are effectively implemented to increase levels of challenge and support.
- Develop more opportunities for students to engage in critical thinking, research, and enquiry.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Good	Very good	Very good

- The curriculum meets all Emirati and Russian requirements. It is broad, balanced, and appropriate. Effectiveness in developing a balance of knowledge, skills and understanding is more evident in Middle and Secondary. Students in all phases are very well prepared for the next phase of their education.
- A variety of carefully planned meaningful cross-curricular links enhances students' transfer of learning between different subjects. A wide range of curricular choices facilitates development of students' talents and interests in the middle and secondary phases.
- The school meets MoE requirements for teaching Arabic as an additional language. A rich and engaging curriculum in Russian language and literature is a particular strength in Middle and Secondary.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Good ↓	Good ↓

- Current programmes do not always include work with sufficient support or challenge to meet the needs of all students or to enable them to develop their personal and academic potential.
- There are some curriculum opportunities designed to motivate students in the middle and secondary phases. The full range of extra-curricular activities has not been reinstated. Consequently, a very small percentage of students is currently involved. The programme does not present activities to interest all.
- Emirati traditions, culture, and values are strongly integrated into the curriculum. The school celebrates the UAE National Day with a special assembly and holds a UAE week.
- Children in KG1 are taught Arabic for 40 minutes each week, and those in KG 2 for 20 minutes each week.

For Development:

- Revive the extra-curricular programme and offer a broad range of activities to foster interest, aspiration, and ambition.
- Ensure that the implementation of recent changes to the curriculum has a positive impact on students' outcomes, particularly in Primary.

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- Effective procedures and regularly reviewed policies are in place and made available to members of staff, students, and parents. They cover all aspects of safeguarding and child protection. Students are active and very effective in delivering anti-bullying and cyber-safety messages.
- Supervision of school and private transport is very effective. The premises are clean and secure. There are some trip hazards in the KG playground area. Some designated emergency doors require use of a key, rather than having one-way push bars.
- The clinic is suitably staffed and resourced. Required medical checks are conducted. Ensuring that students lead healthy lifestyles is a strong element of the clinic's work. Students have ready access to the school psychologist. Older students receive specific guidance relating to substance misuse.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- Respectful and positive relationships are the norm in all phases. Teachers know their students well. Effective behaviour management focuses on recognition of correct behaviour. Attendance policies and procedures do not secure good attendance.
- The school accurately identifies most educational needs. A valid screening process is not supported by teachers' skills in recognising and referring students with potential barriers to learning. Consequently, teachers do not always suitably support or challenge individuals and groups of students.
- The inclusion team ensures effective personalised guidance for all students. Most students' personal development is well supported. Nonetheless, monitoring, and attendant strategies do not address effectively the barriers to learning and personal development that impact a minority of students.

For Development:

- As a matter of urgency, ensure that all doors designated as emergency exits allow easy immediate exit.
- Closely monitor attendance levels and ensure that all parents support the school's high expectations.
- Improve provision in lessons to provide more specific and consistent support for all students of determination and the gifted and talented.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- A large and suitably qualified Inclusion team testifies to the school's commitment to inclusive education. There are no conditions attached to school enrolment. The recently appointed head of inclusion has reviewed and revised provision. It is too early to evaluate its impact.
- Most students have their needs accurately identified using a range of indicators, observation, and professional assessment. Identification of students who may have gifts or talents remains dependent on observation.
- The school successfully engages parents as partners in their children's education, involving them throughout in planning progress pathways. Consequently, parents know the planned steps to meet their children's needs and their progress through updated individual education plans (IEPs).
- The inclusion team conducts appropriate interventions. Teachers of Arabic model effective practice in introducing students of determination to the Arabic alphabet, syntax, and grammar. Across the phases, teachers in other subjects do not yet consistently apply advice contained in IEPs.
- Most students of determination make good progress in their learning. Progress towards personal development targets within IEPs is positive. A minority of students makes more than effective progress in Arabic given the highly effective curriculum links that are in place.

For Development:

- Ensure that IEPs are developed to include academic, behavioural, social, and emotional needs.
- Improve the systems to assess, implement and monitor progress for all students of determination across all phases.

6. Leadership and management

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

- The principal and school leaders pursue a clear vision for students' broadened international learning opportunities, alongside respect for UAE priorities and Russian curriculum development. Leaders at all levels ensure that teaching supports students' generally good achievement. The school's rapid expansion poses challenges to leaders' application of attainment and progress data to ensure that teaching and curriculum modification meet the learning needs of all groups of students. The school complies with statutory requirements.
- Self-evaluation processes give leaders overall accurate knowledge of the school's strengths. Leaders recognise the need to develop enquiry-based learning. Senior leaders' monitoring of teaching and learning ensures that effective practice can be identified and promoted, often by teachers themselves. School improvement plans appropriately prioritise the development of learning technologies in line with the school's vision. The priorities are not well resourced. Leaders have maintained generally good levels of students' achievement. Curriculum modification remains an area for development.
- Parents support the school with practical activities for younger students and presentations on future occupations for older students. Highly-effective communication with parents includes social media networks. Parents find school leaders highly responsive. They consider reports to be helpful and informative, complemented very well by meetings with teachers. Partnerships at local, national, and international levels provide very good opportunities for students to travel, compete at high levels, and act as school and often as UAE, ambassadors.
- Governance includes representation of all stakeholders. Through their interactions with students, parents and members of staff, governors gain an accurate overview of the school's strengths and areas for development. Their monitoring focuses appropriately on students' outcomes. Actions to strengthen these outcomes are not always well aligned to the school's vision and aims. The procurement of third-generation Russian curriculum textbooks has constrained planned development of learning technologies and practical, enquiry-based learning, including practical science.
- Most aspects of day-to-day management are well organised. All teachers are suitably qualified and deployed appropriately to support school improvement. Timetabling does not always provide all middle leaders with adequate time for departmental leadership or teaching preparation. Teachers share effective practice. Planned improvements to KG and to science laboratories have not been addressed. Resources are inadequate to support enquiry-based learning in KG and across other phases, notably in practical science.

For Development:

- Ensure that all middle leaders are held properly accountable for innovation and improvement in their areas of responsibility.
- In the context of the school's increasing roll, ensure that identified and planned priorities are not displaced, and develop partnership with parents to include further input into school improvement planning.
- Ensure that school improvement plans are properly resourced.

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