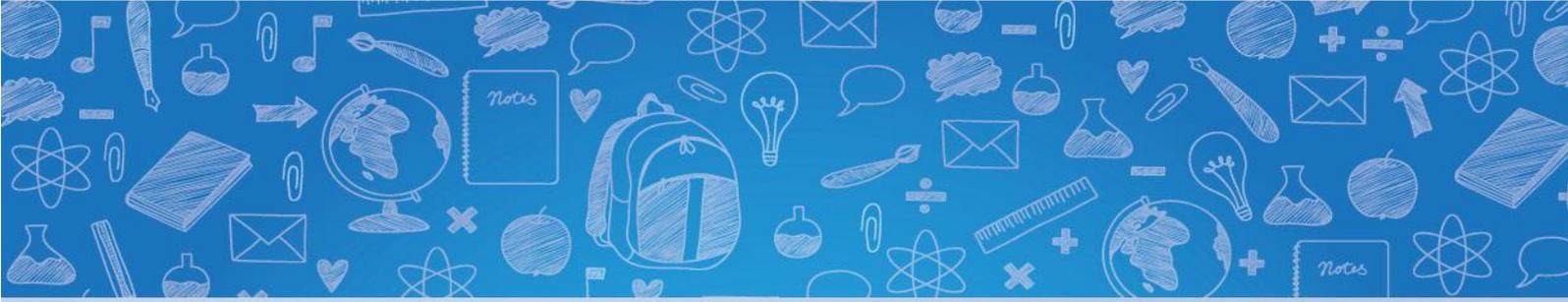


Inspection Report



Gulf Indian High School 2014-2015



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School information



General information

Location	Al Garhoud
Type of school	Private
Opening year of school	1979
Website	www.gihsdubai.com
Telephone	04-2824455
Address	P.O.BOX 646, Dubai, UAE
Principal	Mr. Bala Reddy Ambati
Language of instruction	English
Inspection dates	19 th – 22 nd October 2014



Students

Gender of students	Boys and Girls
Age range	3 - 18
Grades or year groups	KG1 - Grade12
Number of students on roll	2565
Number of children in Pre-K	0
Number of Emirati students	0
Number of students with SEN	87
Largest nationality group of students	Indian



Teachers / Support staff

Number of teachers	140
Largest nationality group of teachers	Indian
Number of teacher assistants	15
Teacher-student ratio	1:17
Number of guidance counsellors	2
Teacher turnover	33%



Curriculum

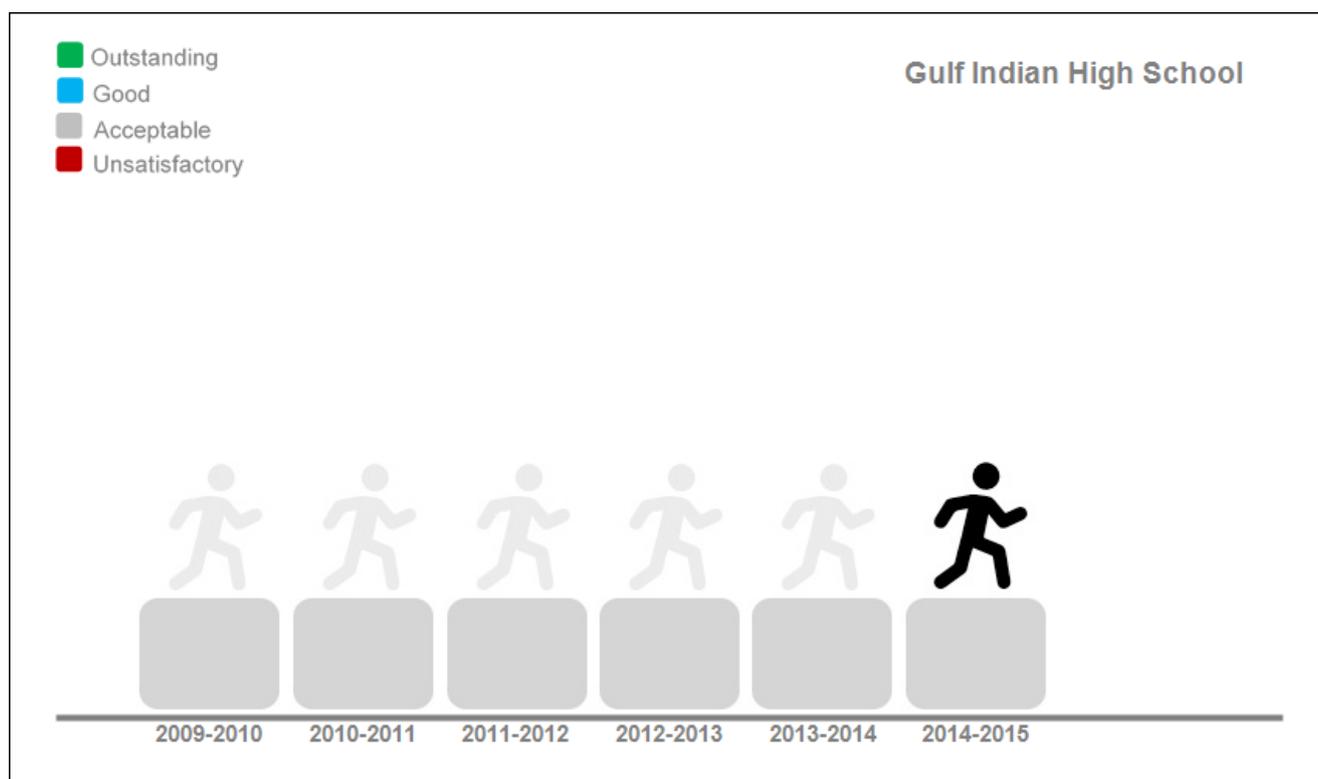
Educational Permit	Indian
Main Curriculum / Other	CBSE
Standardised tests / board exams	IBT / CBSE
Accreditation	N/A



Dear Parents,

Gulf Indian High School was inspected by DSIB from 19th – 22nd October 2014, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Students' attainment and progress in Islamic education were good.
- Students made outstanding progress in mathematics in the secondary phase.
- Children in the Kindergarten demonstrated very good personal and social skills as well as community and environmental awareness.
- Teachers had a good understanding of how young children learn.
- There were good relationships between staff and students, and also between parents and school leaders.

Areas for improvement

- Raise attainment and progress in all subjects in the Kindergarten and primary phases, and in the teaching and learning of Arabic as an additional language in the secondary phase.
- Improve the quality of teaching in the primary and middle phases so that it matches the best found in the school.
- Provide more opportunities for students to be independent and to develop their ability to think critically and analytically so they make better progress in lessons.
- Ensure teachers' marking and feedback gives students the opportunity to respond to, as well as improve the quality of their work.
- Improve the design of the curriculum to ensure appropriate modification, challenge, choice and extension for all students and particularly for students with special educational needs.
- Rigorously monitor the effectiveness of teachers in relation to the progress their students make in lessons and over time.
- Ensure all leaders are held to account for the impact they have in contributing and leading school improvements including improving the quality of teaching, assessment to support learning, induction of staff, and staff development.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

**Dubai Schools Inspection Bureau
Knowledge and Human Development Authority**

A closer look at Gulf Indian High School



How well does the school perform overall?

Gulf Indian High School provided an **'Acceptable'** quality of education for its students.

- Students' attainment and progress were mostly acceptable. Their performance was stronger in mathematics and English as a second language in the secondary phase. In Arabic as an additional language, students' attainment and progress in the secondary phase were unsatisfactory.
- Students demonstrated positive attitudes to learning and most were well behaved. Older students could learn independently and enjoyed applying their learning to real life situations, particularly those relating to entrepreneurship. Students were proud of their Indian culture as well as the Emirate culture and heritage.
- Kindergarten teachers showed dedication and commitment to the holistic development of children, but teaching elsewhere across the school was variable in quality.
- A good range of curriculum enrichment opportunities were provided across all phases of the school.
- The school environment provided a healthy and safe place for students. Older students were given good advice on college and career choices.
- The Principal was supported well by most phase leaders. Owners and governors were kept informed about the quality of education provision across the school. They had provided additional teaching and learning facilities and resources, and were committed to reducing over-crowding in classes.



How well does the school provide for students with special educational needs?

- The recently appointed special educational need coordinator and the school counsellor had the full support of governors to implement an action plan for improving special educational needs provision across the school. However, school resources were not yet well matched to meet the individual needs of students with special educational needs, in order to reduce their barriers to learning.
- Parents had expressed concerns about the anxiety that school examinations caused their children and would have appreciated support in managing this important aspect of their children's learning. They also welcome support about how to develop their children's literacy and numeracy skills.
- Students with special educational needs did not make good progress in lessons and were not achieving as well as they could.

1. How good are the students' attainment, progress and learning Skills?

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good ↑	Good ↑	Good
 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	Unsatisfactory	Unsatisfactory
	Progress	Not Applicable	Acceptable	Acceptable ↑	Unsatisfactory
 English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good	Outstanding ↑
 Science	Attainment	Acceptable	Acceptable ↓	Acceptable	Good
	Progress	Acceptable	Acceptable ↓	Acceptable	Good
		KG	Primary	Middle	Secondary
Learning skills		Acceptable	Acceptable	Acceptable	Good

↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

	KG	Primary	Middle	Secondary
Personal responsibility	Good 	Good	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Good	Outstanding	Outstanding
Community and environmental responsibility	Good 	Good	Good	Outstanding

3. How good are teaching and assessment?

	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle	Secondary
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Acceptable 	Unsatisfactory	Unsatisfactory	Unsatisfactory

5. How well does the school protect and support students?

	KG	Primary	Middle	Secondary
Health and safety	Good	Good	Good	Good
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

Overall school judgement

Acceptable

Key strengths

- Students' attainment and progress in Islamic education were good.
- Students' progress in mathematics in the secondary phase was outstanding.
- Relationships between staff and students, and between parents and school staff were good.
- Children in the Kindergarten showed very good personal, community and environmental responsibility.
- Teachers in the Kindergarten had a good understanding of how very young children learn.

Changes since the last inspection

- The school had introduced the Early Years Foundation Stage curriculum from England into the Kindergarten, and this was promoting a more holistic approach to child development.
- The governors had provided a new building. This provided up to 60 additional teaching spaces and reduce class sizes where they were exceeding KHDA requirements.
- School leaders and managers at all levels had clear lines of accountability for their roles.
- The school was compliant with KHDA requirements for the teaching of Islamic Education and Arabic.

Recommendations

- Raise attainment and progress in all subjects in Kindergarten and primary phases, and in the teaching and learning of Arabic as an additional language in the secondary phase.
- Improve the quality of teaching in the primary and middle phases, and particularly in science, so that it matches the best found in the school.
- Provide more opportunities for students to be independent and to develop their ability to think critically and analytically.
- Ensure teachers' marking and feedback gives students the opportunity to respond to, as well as improve the quality of their work, so they make better progress in lessons.
- Improve the design of the curriculum to ensure appropriate modification, challenge, choice and extension for all students and particularly for students with special educational needs.
- Rigorously monitor the effectiveness of teachers in relation to the progress their students make in lessons and over time, through effective performance management and appraisal processes.
- Ensure all leaders are held to account for the impact they have in contributing and leading school improvements including improving the quality of teaching, assessment to support learning, induction of staff, and staff development.

 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning Skills?

KG

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Most children in the Kindergarten were working at levels appropriate for their ages. Their spoken English was good and enabled them to make progress in their learning across the curriculum. However, in lessons there was limited differentiation to address the specific requirements of children with special educational needs.
- Children's attainment and progress in mathematics were acceptable but often tasks were insufficiently challenging. Most children could count to 10 in Kindergarten 1, identify shapes and sort materials. The older children made sequences, patterns and estimated height and length. Progressive development of skills between the two Kindergarten classes was not evident in lessons, therefore reducing the level of challenge to which children were capable of responding.
- In science, attainment had improved over the last year and children were working at age appropriate levels. They were developing "hands-on" science skills in group situations and most had appropriate scientific skills, knowledge and understanding. For example, they were able to explain why some animals can live in a desert ecosystem. Progress in developing reasoning and enquiry skills was slower, particularly in some lessons when teachers talked for too long.

Primary

Subjects	Attainment	Progress
Islamic Education	Good	Good 
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable 	Acceptable 

- In Islamic education, students demonstrated a good knowledge of the Prophet Mohammad's (PBUH) family history. The majority of students made good progress in their knowledge about the differences between right and wrong deeds and the acts of worship during Ramadan.
- In Arabic as an additional language, students had acceptable listening and speaking skills. This was evident in a Grade 2 lesson, where students were learning about 'Grandmothers' house'. Students had good writing skills particularly when joining letters together to develop their handwriting and spelling accuracy. As a result, in Grade 4, students had started to write freely to improve their writing skills. However, teachers often had low expectations of what students could achieve.

- In English, students were attaining at a level appropriate for their age and stage. Internal testing data indicated that students' attainment was below international expectations and external assessment data indicated that, over time, students' scores remained low. Students' knowledge of English vocabulary and structures enabled them to participate effectively in their classwork but their understanding of the underpinning grammar was not strong. Students made acceptable progress in English, demonstrating proficiency in speaking and in reading. Progress in pronunciation of their spoken English was limited by the poor modelling and pronunciation by a few teachers.
- Although, the school evaluated that students achieved higher than the CBSE average in mathematics, this was not seen in lessons or in their work over the year. Students' results in international examinations showed adequate progress in mathematics in number, shapes, space, measurement and geometric concepts in the upper primary phase.
- Students attained science levels that were in line with grade expectations and with international standards. Most students developed knowledge, skills and understanding of the science topics appropriate for their age. For example, Year 3 students could explain that the sun is the start of every food chain and that carnivores are at the end of the chain. Progress in science was variable because some teachers lacked confidence in planning and teaching practical science in crowded classrooms. Consequently, their lessons did not provide opportunities for students to show what they could do and understand.

Middle

Subjects	Attainment	Progress
Islamic Education	Good	Good 
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Unsatisfactory	Acceptable 
English	Acceptable	Acceptable
Mathematics	Acceptable	Good
Science	Acceptable	Acceptable

- In Islamic Education students had an acceptable knowledge about Islamic faith, particularly the life of Isthmus and the torment of the grave. Their knowledge about Altera Al Nausea was limited but they could talk about the Prophet Mohammad's (PBUH) family. Students made acceptable progress in their learning, as observed in a Grade 8 lesson about pilgrimage.
- In Arabic as an additional language, students' attainment was unsatisfactory because almost all students had weaknesses in their speaking skills. English language was often used to aid them in their learning. Opportunities for students to develop their free writing skills and to produce extended pieces of writing were limited.
- In English, most students attained in line with curriculum expectations. However, students scored poorly against international standards. Students' listening skills were acceptable but their spoken English was limited by the poor pronunciation by the majority of teachers. Over time, data showed that students' attainment had declined in Grades 6 and 7 and improved in Grade 8. Nevertheless, across the phase most students made acceptable progress in lessons in line with the learning expectations set by their teachers.

- In mathematics, results from internal and international examinations showed acceptable levels of attainment. Nevertheless, students demonstrated a higher level of understanding and skills in algebra, properties and areas of triangles, ratios and percentages. Work samples and lesson observations showed students made better than expected progress in relation to age-related curriculum expectations.
- In science, most students attained levels and made progress that were in line with curriculum and international standards, and against appropriate learning objectives. Students carried out practical investigations which promoted scientific thinking. For example, students in Grade 10 conducted practical work to observe the reaction between sodium and ethanol. Most students were able to use scientific vocabulary with confidence. They were able to draw conclusions and communicate and record these effectively. Students were also able to apply new knowledge to real life examples.

Secondary

Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Unsatisfactory	Unsatisfactory
English	Good	Good
Mathematics	Good	Outstanding 
Science	Good	Good

- In Islamic Education, students' attainment and progress were good over time. A review of their work showed students demonstrated skills and abilities in line with expectations. Students showed good progress in reading and reciting verses from the Qur'an, demonstrating skills which were above those expected of their age.
- In Arabic as an additional language, students' attainment and progress were unsatisfactory because opportunities to develop speaking and writing skills were too limited.
- In English, most students, when matched to curriculum expectations demonstrated high levels of skills, knowledge, and understanding. International benchmarking scores indicated that students attained less well than those in comparable schools although the data indicated that the students in the school had made significant improvements over time. Samples of students' workbooks showed good progress in English literature and in creative writing. In the best lessons, students interpreted literature from a range of different perspectives. They debated very well.
- Mathematics was the strongest subject within the secondary phase. As a result of improved teaching, most students were performing above curriculum expectations, mastering data display, functions, derivations, integration and the study of the number system. Consequently, the student progress was outstanding.
- In science, the majority of students attained levels that were above curriculum and international standards. Students designed and planned their own scientific investigations well and could interpret information from graphs and tables in order to draw conclusions about their investigations. They communicated an understanding of complex and abstract concepts in science. They learned better through practical activities and used these to understand more complex ideas. However, progress slowed when lessons failed to promote enquiry, and when they did not have sufficient opportunities to work independently or develop their critical thinking skills.

	KG	Primary	Middle	Secondary
Learning skills	Acceptable	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> Across the school, students were keen and motivated to learn, and to demonstrate what they had learned and could do. They showed high levels of engagement, particularly when working together in groups or when listening to peers lead some aspects of their learning. They enjoyed challenging work as well as activities which required them to consider real life scenarios and problems. Students in all phases worked well together in groups, benefiting from interactions with their peers. This was stronger in the secondary phase of the school where students led lessons about what they had learned and investigated. In the majority of classes across English, mathematics, science, Arabic and Islamic Education, students made important connections between their learning and their own experiences. However, in a few classes connections were missed. Consequently, this did not contribute well to the school's stated aim of the curriculum preparing students for life after school. In a minority of primary and middle classes across English, mathematics and science, students were developing their higher-order thinking skills well. By the secondary stage, these skills were particularly well developed and used effectively by students, except in Arabic lessons. 				

2. How good is the students' personal and social development?

	KG	Primary	Middle	Secondary
Personal responsibility	Good 	Good	Outstanding	Outstanding
<ul style="list-style-type: none"> All students demonstrated mature and sensible attitudes. In the middle and secondary phases, students' sense of personal responsibility was outstanding. Students were developing into self-reliant and responsible young people. Students had built excellent relationships with peers and teachers and they understood the need for healthy living and knew how to achieve it. Attendance was good and the majority of students arrived to school punctually. 				

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Good	Outstanding	Outstanding
<ul style="list-style-type: none"> Children in the Kindergarten could name important landmarks of Dubai, such as the Burj Khalifa and Burj Al Arab as well as recognising the UAE flag. Students clearly understood the roles and value of Islam and its impact on society in Dubai. Students were proud and happy to live in Dubai. Students in the middle and secondary school understood the value of tolerance and equality in a multinational society. They named many of the regional games and also the types of dress worn by men and women. Students' understanding about other world cultures was less developed than their knowledge about Dubai and the United Arab Emirates. 				

	KG	Primary	Middle	Secondary
Community and environmental responsibility	Good 	Good	Good	Outstanding
<ul style="list-style-type: none"> Students demonstrated care and concern for their school and the wider community. Students showed high levels of ambition when considering future careers. They had a particularly sensitive awareness of their social responsibilities to help those who were less fortunate than themselves. The school provided students with many opportunities to take responsibility in their community through fundraising and community clean up events, though many of these were initiated by staff and not students. Students were involved in an increasing variety of environmental projects and activities inside and outside the school. 				

3. How good are teaching and assessment?

	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> There was an emerging holistic approach to child development shown in the teaching found in the Kindergarten, as a result of the new curriculum model which had been introduced. In the teaching of Arabic as an additional language, teachers demonstrated good subject knowledge and used a range of appropriate learning materials to plan students' learning, including information technologies. Some teachers were particularly effective in developing students' critical thinking skills, as shown in a Grade 10 economics lesson where girls were asked to consider the contribution of the 'mother' and 'home maker' to a country's overall gross domestic product value. In the majority of lessons, learning objectives were incorporated into lesson planning but were not written specifically for or shared with students to help them understand the learning intentions. However, teachers' generally understood how to teach their subjects and how students learn best. Teachers' questioning was variable across all phases. The best examples were generally seen in the secondary phase where teachers often used probing questions, challenged students and encouraged them to reflect on their thoughts and opinions. Teachers provided some differentiated activities to meet the learning needs of all groups of students, but these were not making an impact in promoting better progress and higher outcomes. Opportunities for critical thinking and independent learning had improved in Kindergarten and the secondary phase but remained only acceptable in primary and middle phases. 				

	KG	Primary	Middle	Secondary
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> As a result of the introduction of the new Early Years Foundation Stage (EYFS) framework, Kindergarten assessment practice had clearly improved. Kindergarten teachers demonstrated secure knowledge and understanding of the key assessment requirements of EYFS curriculum. However, there were missed opportunities to set higher expectations of what children could achieve. 				

- International benchmark testing was beginning to inform the school of its students' attainment levels in Grade 1 to 10 in English, mathematics, and science. However, internal marks were not yet moderated against international standards.
- Feedback to students was restricted to ticks and brief written or oral comments. This limited students' abilities to understand their strengths and weaknesses and to know how to improve their work.
- The school did not have a centralised system for recording assessment information. Identification of broad trends in attainment and progress was limited. Staff did not consistently use assessment information to support lesson planning to meet the needs of all students.

4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle	Secondary
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable

- Leaders understood the importance of the core principles of curriculum planning, but could not communicate what the curriculum aimed to achieve for its students. However, the school was successful in preparing secondary students for the CBSE examinations.
- Almost all students who achieved success at Grade 12 proceeded to university. However, in other parts of the school there were difficulties with curriculum continuity and planning for progression. This was mainly the case in the Kindergarten. Between Grades 10 and 11 the lack of learning facilities, particularly, science laboratories and computing facilities restricted students' progress. The Principal noted that the new teaching and learning accommodation would address this issue at secondary level but, at the time of inspection, this was not in place.
- There were good elements of enrichment in the curriculum. However, links across the curriculum between subjects and cross-cutting themes were not well developed. The curriculum was reviewed annually and some improvements had been implemented to provide students with further opportunities to experience a wider breadth of learning.

	KG	Primary	Middle	Secondary
Curriculum design to meet the individual needs of students	Acceptable 	Unsatisfactory	Unsatisfactory	Unsatisfactory

- Other than in the Kindergarten, the curriculum was not effectively planned to provide stimulating learning opportunities for all groups of students.
- The school used the Ministry of Education curriculum standards for the teaching of Arabic as an additional language.
- The range of subjects on offer lacked breadth and limited students' choices. Little use was made of learning technologies to promote students' research skills or to discover new areas of interest within the curriculum.
- Links with the local and wider community had the potential for greater creativity, collaboration and enterprise, especially for students in the middle and secondary phases of the school.

5. How well does the school protect and support students?

	KG	Primary	Middle	Secondary
Health and safety	Good	Good	Good	Good
<ul style="list-style-type: none"> All staff and students were aware of child protection arrangements. The school had effective procedures to protect students from bullying and the dangers of internet and social media. Almost all students were well supervised. A healthy and safe environment prevailed in the school and on the school buses. The school had efficient systems to track, record and follow up students' health and safety issues. The premises and facilities were acceptable for students, and a new building was due to be opened to expand the range of teaching and learning spaces and to reduce the number of students in some classes. Healthy living was systematically promoted across most aspects of school life. 				

	KG	Primary	Middle	Secondary
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Teachers and students respected one another and generally demonstrated care and concern for the needs of others. The school was effective in promoting good attendance and punctuality, and parents were contacted when necessary. For the majority of students with special educational needs the level of support they received and the progress they made in the key subjects was unsatisfactory. There was a lack of provision by specialist staff to support students' literacy or numeracy development. Students were offered individual support and quality advice, including both college and career guidance. 				

How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Unsatisfactory
<ul style="list-style-type: none"> Since the last inspection there had been little or no improvement in the leadership and management of provision for students with special educational needs. School processes for identifying the greater number of students with special educational needs were not rigorous, and the support provided was not matched to meet individual students' needs. The school policy on identification did not reflect a full understanding of the KHDA categories and this had led to inconsistent practice which was overly-reliant on the observations of classroom teachers. The school improvement plan showed a commitment to monitoring and assessing students' progress but the impact of the inclusion policy was not reflected in the daily teaching and learning experiences of students with special educational needs. 	

- Curriculum modifications and adaptations were not implemented consistently to match the learning needs of students with SEN across all the phases.
- Parents were satisfied with the school's arrangement for supporting their children's learning needs, and in the communications they received from the school about their children's progress and development.
- Progress of students with special educational needs was unsatisfactory.

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> • The recently appointed Principal, together with the owner, had a clear and shared vision for the school; to develop world class international leaders and humanitarians within a context of a school that promoted a 'United India'. The leaders were clear about the direction of the school and the aim to become an outstanding school by 2020. • The model of 'distributed leadership' was in its early stages in terms of its effectiveness. Leaders and managers had clear roles and responsibilities but were not held accountable for the impact they were having in contributing to school improvement priorities. They were not held accountable through appraisal or performance targets, and the Principal was aware this was the next stage of developing the potential of leaders, and therefore their impact. • Leaders ensured good relationships between staff, students and parents, as well as other community stakeholders. Staff and students were aware of what was required of them to achieve the school's ambition to become an outstanding school. • New systems of delegation and responsibility were now beginning to show signs that leaders were having an impact, particularly in the leadership of mathematics and science as well as the leadership of the Kindergarten and middle phase. Since his arrival, as evidenced through the clear and strategic actions he had taken, the Principal, together with some of his leaders, was demonstrating an increasing capacity to improve the school. 	

	Overall
Self-evaluation and improvement planning	Acceptable
<ul style="list-style-type: none"> • The school used the DSIB self-evaluation format to evaluate its performance and the outcomes achieved by students. The school had a realistic view of the strategic priorities for improving, and there was evidence that actions were now improving the school, particularly in the leadership of Kindergarten, teaching of Islamic Education and Arabic as an additional language. • The school's performance against key aspects for improvement, and particularly in relation to teaching and learning, was not always accurately evaluated by school leaders. As a result, they did not have an accurate view of the quality of teaching in relation to the progress students were making. • Leaders and teachers, particularly new teachers to the school, were not fully supported or developed in order to ensure they could improve their teaching. There was no induction programme for new teachers. The school had not introduced a system of appraisal or performance management to inform the professional development needs of staff, or to evaluate leaders' and teachers' effectiveness on improving students' achievements. 	

- The school had met some, but not all, of the key recommendations of the previous inspection reports. School plans were not always rigorously evaluated in relation to qualitative and quantitative success indicators. As a result, it was difficult to evaluate how strategies were directly impacting on improving student outcomes.

	Overall
Parents and the community	Good
<ul style="list-style-type: none"> • Parents appreciated that communication in the school had improved in the last two years. They enjoyed regular, and often daily, contact with the school owner and governors, as well as school leaders and managers. • Parents demonstrated a high level of commitment to their children’s learning and development, and were wholly supportive of what the school was doing in order to provide their children with a good education and a good start in life. They were happy with the new school buses and initiatives taken by the school to improve the accommodation and resources provided for students to learn. • Parents had requested and been granted the option of students bringing their own computer based learning devices to school in order to aid their learning. It was too early to evaluate the impact of this innovation. 	

	Overall
Governance	Acceptable
<ul style="list-style-type: none"> • Governors worked purposefully and productively with parents and wider community stakeholders. Their presence in the school meant that parents had daily contact with the owner and governors who were able to respond to their concerns quickly and effectively. • Governors did not ensure the leaders were held accountable in relation to improving teaching and learning so that students could make better progress in their education. • The governors had ensured the teaching of Islamic Education and Arabic fully complied with KHDA requirements. • They had improved the school facilities, and a new building will accommodate up to 60 additional teaching spaces in order to improve learning resources and facilities, as well as to reduce class sizes. This was directly contributing to improving the school’s educational resources and provision. Governors demonstrated their awareness of the need to hold leaders and managers accountable for improvements in students’ progress and achievement. 	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> • The school was managed effectively on a day-to-day basis. However, many classes were overcrowded and too small in size to allow students' mobility. The school owner and governors were committed to ensuring class sizes were reduced and teaching and learning facilities were continually improved, and had provided new teaching accommodation to reduce overcrowded classes. • The school's arrangements for the induction and development of all staff did not ensure staff were suitably trained and supported to meet the needs of all students. • Current kindergarten resources had improved greatly and were providing children with opportunities for hands-on experiential learning experiences. Furniture for half of the kindergarten classes had been changed last year. Areas for constructive play were still not available. The school library was in a very small space, with very limited resources. Students could subscribe to two on-line libraries which allowed them further access to books of different genres. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	882	46%
	Last year	668	38%
 Teachers	91		61%
 Students	121		29%

- Of those who responded to the survey, less than half of the parents, and just over a quarter of the students responded to the surveys. A small majority of teachers responded.
- Parents were satisfied with the quality of education provided by the school, and the information they received about their children’s learning, development and progress.
- Students were happy at school.
- Students stated that they wanted to have democratic election processes instead of a selection process when voting for school elections and campaigns.
- Teachers complained about the low salaries they received, which were not incremented for a period of time.

*The percentage of responses from parents is based on the number of families.

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

How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae