

INSPECTION REPORT

2022-2023



SABARI INDIAN SCHOOL L.L.C

CBSE CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Wuheida
	Opening year of School	2013
	Website	www.sisdubai.com
	Telephone	97142505806
	Principal	Pranjala Dutta
	Principal - Date appointed	1/5/2019
	Language of Instruction	English
	Inspection Dates	26 to 30 September 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 15
	Grades or year groups	KG 1 to Grade 10
	Number of students on roll	524
	Number of Emirati students	0
	Number of students of determination	39
	Largest nationality group of students	Indian

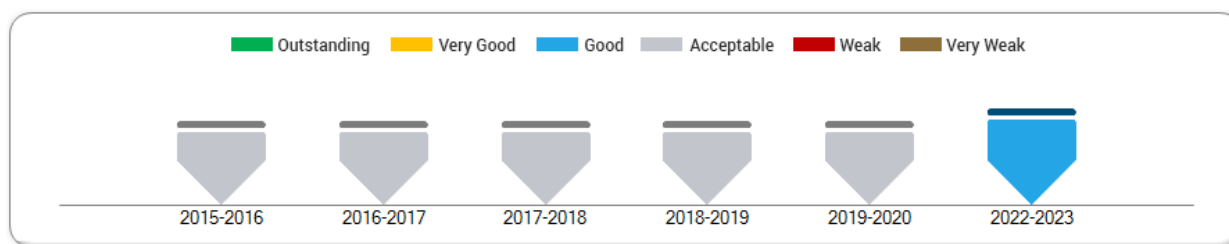
TEACHERS

	Number of teachers	45
	Largest nationality group of teachers	Indian
	Number of teaching assistants	11
	Teacher-student ratio	1:12
	Number of guidance counsellors	1
	Teacher turnover	12

CURRICULUM

	Educational Permit/ License	Indian
	Main Curriculum	CBSE
	External Tests and Examinations	CBSE
	Accreditation	None

School Journey for SABARI INDIAN SCHOOL L.L.C



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

- From Kindergarten (KG) onwards, students acquire good learning skills and achieve well, particularly in English, mathematics and science. Students make good progress in Islamic Education, but attainment is only acceptable. In Arabic, students' attainment and progress are acceptable. Students of determination make acceptable progress towards their learning goals.
- Students' respectful and considerate behaviour significantly contributes to the school's welcoming and purposeful learning atmosphere. Students have positive and responsible attitudes to learning. They appreciate and respect Islamic values and have a good understanding of the culture and traditions of the UAE. They are keen to take on leadership roles. Older students display well-developed innovation and enterprise skills.

PROVISION FOR LEARNERS

- Much good teaching successfully engages students' attention and interest. In the most effective lessons, teachers' skilful questioning promotes deeper thinking, as students are challenged to explain their reasoning. The teaching of this quality occurs most often in the upper grades. Teachers are making more effective use of assessment information to ensure that work is matched to students' learning needs
- The curriculum is effectively designed to develop students' skills, knowledge and understanding. It effectively draws on elements of the National Curriculum for England (NCfE) to benchmark students' progress. Cross-curricular links and connections to everyday experiences bring learning to life. A good variety of extra-curricular activities adds to students' academic and personal development. The curriculum is effectively adapted to meet the needs of most groups of students.
- A high priority is given to students' welfare and well-being. Safeguarding procedures are directed by very clear policies and supported by appropriate staff training. Students are effectively supervised and kept safe both within the school and when on school transport. Healthy living is systematically promoted throughout the school. Students of determination receive acceptable support.

LEADERSHIP AND MANAGEMENT

- The principal, effectively aided by governors and the staff, ensures that students' well-being and academic achievement lie at the heart of this inclusive school. Parents value their close partnerships with staff. They are very supportive and have a high regard for the school. Governors effectively hold school leaders to account for the school's performance. The day-to-day management of the school is very efficient.

The Best Features of The School:

- Effective school leadership, with the full support of governors and staff
- Detailed analyses of assessment data to provide accurate information on students' progress and to guide self-evaluation and improvement planning
- The strong partnerships with parents, and the very good arrangements for keeping students safe and for promoting healthy lifestyles
- The school's inclusive ethos, which ensures that all students are provided with suitable care and support, and which promotes very good personal development

Key Recommendations:

- Raise attainment in Islamic Education and Arabic as a second language to match students' attainment in other subjects.
- Ensure greater consistency in the quality of teaching in the lower primary grades and enhance transition from KG by:
 - firmly embedding more active teaching approaches in Grades 1 and 2, and
 - providing the practical resources and equipment needed to support active learning.
- Improve the quality of support for students of determination by constructing and implementing a development plan for inclusion and by:
 - separating the leadership of inclusion from the leadership of English, and
 - developing more effective procedures for the early identification and assessment of students' needs.

Overall School Performance

Good ↑

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	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	Acceptable ↑	Acceptable
	Progress	Not applicable	Acceptable	Acceptable ↑	Acceptable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Good ↑	Good ↑	Good ↑
	Progress	Good	Good ↑	Good	Good
 Mathematics	Attainment	Acceptable	Good ↑	Good ↑	Acceptable
	Progress	Good	Good ↑	Good	Good ↑
 Science	Attainment	Good ↑	Good ↑	Good ↑	Good ↑
	Progress	Good	Good ↑	Good	Good
Learning skills		KG	Primary	Middle	Secondary
		Good	Good ↑	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Good ↑	Good ↑	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	Very good	Very good	Very good	Very 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			Good	
Management, staffing, facilities and resources			Good	

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessment	is above expectations	Not applicable

- Students' overall scores in TIMSS (Trends in International Mathematics and Science Study) tests have improved. In 2019, progress in Grade 4 was outstanding in mathematics and very good in science. In Grade 8, progress was outstanding in science and very good in mathematics. All benchmarking assessment results in English, mathematics and science were positive in 2022.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- The National Agenda (NA) action plan describes in detail the intervention steps and curriculum adaptations planned to close gaps in students' skills and knowledge. The school has already achieved two of the targets set, the first being the improvement of attainment in English in all four phases. Leaders scrutinise reports carefully and compare students' performances with the results of their cognitive ability tests.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations	Not applicable

- External test results in reading show primary students' performance to be very good, and that of Grade 8 students outstanding. Teachers assess students' learning skills, mental mathematics skills and scientific inquiry skills to identify levels of performance and areas for improvement.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For Development:

- Ensure that teachers of the key subjects are clear about the requirements of different international benchmark levels and adapt teaching accordingly to address any gaps in students' knowledge and skills.

Wellbeing

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

- The school's vision promotes wellbeing which is embedded throughout the school and is a main priority in the improvement plan. The governor for wellbeing and senior leaders review the school's wellbeing programmes and information termly. The outcome is reported to the school board and guides planning to further promote wellbeing. This includes plans to enhance the school's vision in collaboration with stakeholders. Information from surveys and assessments is analysed and shared with teachers to guide teaching and to inform appropriate interventions.
- The school provides a range of targeted and whole-school strategies which enable students to access wellbeing guidance and support. Parents are fully included in these strategies. Staff members' wellbeing needs are surveyed termly. Leaders have created a personal wellbeing programme for each staff member. Parents are surveyed every term about school wellbeing matters. The school leaders meet them each term for a wellbeing check, and host events for students, staff, and their families.
- The curriculum includes a range of initiatives that regularly focus on the development of wellbeing. For younger children, music promotes wellbeing. In the primary phase, students complete wellbeing projects which they present to their parents. Across the school, registration time is used as an important wellbeing development opportunity. Parents and students report a positive change in the approach to making them feel appreciated and valued. Students feel safe and valued and demonstrate their wellbeing through their positive behaviour, attitudes and engagement.

UAE social studies and Moral Education

- The UAE's moral education programme (MEP) is combined with UAE social studies and taught as moral, social and cultural education (MSC). The MSC curriculum and sequence of units are supported by creative and practical experiences that take learning beyond the classroom and encourage students to collaborate and take increasing responsibility for their learning.
- Most teachers plan interesting lessons and use resources effectively. Good questioning promotes learners' engagement and leads to meaningful discussions. Students participate and use enquiry and critical thinking to justify their ideas. They make connections with their own experiences and share personal perspectives.
- Well-structured assessment processes are aligned with the MSC curriculum. They enable the tracking of students' progress in skills, knowledge, reasoning and real-life applications. Outcomes are included in reports to parents four times a year.

Main Inspection Report

1. Students' Achievement

Islamic Education



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

- Most students in the primary and middle school phases have adequate knowledge and understanding of Islamic strands. Nevertheless, in the lower primary, students' attainment is slightly below expectations. Secondary students have better understanding and knowledge of Islamic concepts and values.
- Primary students have adequate knowledge of the five pillars of Islam, but they do not fully understand the importance of each of the pillars. In the middle school, students have basic knowledge of Islamic Fiqh. Secondary students have deeper knowledge of the Seerah of the Prophet (PBUH).
- Since the last inspection, a greater emphasis has been placed on the development of students' Tajweed skills. The department has continued to focus on raising attainment, but with limited success.

For Development:

- Deepen students' understanding of Seerah.
- Provide more opportunities for students to find things out for themselves.

Arabic as an Additional Language

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

- Across all phases, most students' speaking skills are improving because teachers are giving more attention to this aspect. In the upper primary phase and the middle phase, most students can form short sentences consisting of familiar words which they know by heart.
- Older students can understand simple questions and respond to classroom instructions. They have adequate vocabulary, which enables them to write independently without the support of a dictionary. However, some gaps in their vocabulary occasionally restricts reading comprehension.
- The grouping of students according to their differing starting points and years of studying Arabic is having a positive impact on progress, particularly in the middle phase. Students are now engaged in learning activities that are more appropriate for their stages in learning Arabic.

For Development:

- Improve students' independent reading comprehension and writing skills by developing their vocabulary.
- Increase opportunities for students to speak Arabic in real-life contexts.

English

	KG	Primary	Middle	Secondary
Attainment	Acceptable	Good ↑	Good ↑	Good ↑
Progress	Good	Good ↑	Good	Good

- In KG and the lower primary phase, a focus on the sounds that letters make and on spelling is helping to extend children’s vocabulary. Most can sound out and read simple words. Students do not have enough structured speaking opportunities to support their language development.
- In the middle and high school phases, focused guided reading tasks, using classic texts, are having significant effects on students’ literacy, especially on their reading and inference skills.
- Writing skills develop well across all phases. From Grade 3 onwards, the large majority of students can produce grammatically correct narratives for a range of purposes. Creative and extended writing skills are less developed, as there are fewer planned opportunities to develop writing during lessons.

For Development:

- Provide more opportunities for independent, creative and extended writing so that students can apply their extensive language skills in meaningful contexts.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Acceptable	Good ↑	Good ↑	Acceptable
Progress	Good	Good ↑	Good	Good ↑

- Students’ attainment from Grades 3 to 8 is rapidly improving. Progress rates, including those of students of determination, are mostly positive. Children in KG have sustained their rates of progress since the last inspection.
- In KG, most children can carry out simple operations with single-digit numbers up to 20. By Grade 5, students are adept at collating survey statistics and using information technology to present results. By Grade 8, students can calculate and understand percentages to demonstrate profit and loss.
- Most students can recall and use multiplication and division facts, although they have not significantly improved their investigative skills, particularly in the lower primary grades. Students are developing good levels of technical mathematical literacy.

For Development:

- Improve students’ investigative skills, particularly in the lower primary grades.
- Ensure that secondary students develop the requisite mathematical skills and knowledge to be successful in the CBSE examinations.

Science

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

- In KG, children steadily build their scientific inquiry skills. In the other phases, students achieve at least good levels of attainment in external benchmark tests. These levels are evident in students' work in lessons, workbooks and other projects.
- Students demonstrate secure knowledge and understanding of scientific concepts. Their skills in the scientific method are extended consistently across all grades. Students' skills in planning and conducting experiments independently are most developed in the secondary phase.
- The enrichment of the primary curriculum, with additional investigative and practical activities, is improving students' progress in developing inquiry skills, improving scientific thinking and understanding scientific concepts.

For Development:

- Increase opportunities for students to plan and conduct experiments independently in all phases.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Good	Good ↑	Good	Good

- Almost all students are highly motivated and eager to learn. They are fully engaged in lessons and demonstrate good reflection and collaboration skills. In a few primary lessons, where learning is more directed, students are less likely to persevere with difficult concepts. This limits their progress.
- The large majority of students uses technology with confidence to enhance learning. In their enterprise projects, most older students demonstrate the skills required to work independently for sustained periods of time and carry out independent research. Planned opportunities to develop critical thinking skills in lessons are limited.
- The school's learning skills continuum helps teachers to assess students' acquisition of a range of learning skills. The rigorous analysis of the information generated is beginning to influence lesson planning and the opportunities for students to engage in creative, cross-curricular and independent research tasks.

For Development:

- Increase opportunities for students to think critically, solve problems and construct their own extended projects.

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

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

- The children and students behave exceptionally well. They demonstrate responsible attitudes to school and to their learning. Most are sensitive to the needs of others and have secure understanding of what constitutes a safe and healthy lifestyle.
- Students' respectful and considerate behaviour makes a significant contribution to the school's calm and purposeful learning atmosphere. They work well together in lessons and are very supportive of one another.
- There are no reports of bullying. Students work well together to resolve differences. Their understanding of the value of healthy eating and of maintaining active lifestyles is reinforced through participation in a range of physical activities.

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

- In all phases, students show a clear understanding and appreciation of Islamic values. They appreciate the relevance and impact of these values on everyday life in the UAE.
- Students are knowledgeable about the traditions and culture of the UAE. They enjoy the different activities that promote an understanding of Emirati culture and traditions. They are tolerant of each other and celebrate diversity.
- Students enjoy celebrating different national and international days. They display a very good understanding of their own heritages and traditions, but their understanding of the similarities and differences between other cultures varies.

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

- Students have a keen understanding of their responsibilities to the school and to the global community. The student council initiates a variety of projects aimed at enhancing students' wellbeing. In all grades, there are students who act as wellbeing ambassadors.
- A positive work ethic is evident throughout the school. Innovation, enterprise and entrepreneurship are present in all grades. Student council members initiate charitable projects and contribute to decision-making in the school.
- Students are very aware of their environmental responsibilities regarding the local and global communities. They understand the importance of recycling in the school. For example, students have recycled more than 2000 kg of paper as part of the Emirates Environmental Group (EEG) project.

For Development:

- Extend students' knowledge and understanding of wider world cultures.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good ↑	Good	Good ↑

- In KG, teachers demonstrate secure knowledge of how young children learn and have created effective environments to support learning. This approach is not consistently apparent in the early primary phase, where there is an over-reliance on learning activities directed by the teachers.
- In the most effective lessons, particularly in the middle phase, teachers use skilful questioning to deepen students' understanding of concepts. Learning is enhanced by students' evaluation of the quality of questions based on how much thinking they must do to respond.
- The impact of training for teachers is particularly evident in the middle and secondary phases, where teachers ensure that learning activities provide appropriate levels of challenge. Lesson plans are not implemented consistently across all subjects, particularly in the lower primary.

	KG	Primary	Middle	Secondary
Assessment	Good	Good ↑	Good ↑	Good ↑

- Internal assessment procedures are coherent. They give reliable information on students' academic, personal and social development. They provide accurate measures of students' performance and enable learning activities to be appropriately matched to students' needs and abilities. However, students' self-assessment practices are inconsistent.
- The school effectively benchmarks the outcomes of internal assessments against appropriate external international tests. This process provides accurate and detailed information about students' progress at individual, grade and phase levels. Effective use of this information is having a marked effect on students' attainment.
- The school has significantly improved the use of assessment information. Teachers have detailed knowledge of their students' strengths and areas where improvement is needed. Gaps in learning can be identified and closed.

For Development:

- Ensure that the best practices for engaging students in assessing their own learning are disseminated across all subjects and grades.
- Fully embed the KG teaching approaches in the lower primary grades.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Good ↑	Good ↑	Good ↑

- The curriculum is fully compliant and meets all of the CBSE requirements. It draws on elements of the NCfE. Content and activities are well-matched to the ages of most students. There is an appropriate focus on the development of knowledge and skills.
- The curriculum provides children with a good start in KG and supports continuity in learning between phases. Students are provided with sufficient choices to meet their interests and aspirations. Cross-curricular links are well-planned and support the transfer of learning between subjects.
- Regular reviews of the curriculum identify any learning gaps, which are then closed. Teachers ensure that the integration of elements of the NCfE has the desired impact on students' progress. In a few subjects, the curriculum does not provide enough opportunities for problem-solving.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good ↑	Good ↑	Good ↑	Good ↑

- Across all phases, the curriculum incorporates activities with a sufficient challenge to meet the learning needs of most students, including students of determination. The curriculum is also sufficiently well adapted to meet the needs of those identified as gifted and talented.
- The curriculum is well-planned to stimulate students' interests and provides a range of opportunities for creativity, enterprise and social contributions. A variety of extra-curricular activities promotes the development of students' skills and contributes well to their health and wellbeing.
- Students have numerous opportunities to celebrate the heritage and culture of the UAE through a variety of school events. These activities strengthen students' academic and personal development and the whole school community.

For Development:

- Ensure that students are provided with problem-solving opportunities related to everyday contexts in all subjects.
- Adapt the curriculum in the lower primary grades to reflect the KG curriculum more closely.

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

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

- The school has an appropriate range of policies and procedures which ensure that all students are safe. The policies are well understood by students, parents and teachers. All staff members ensure that students feel secure and are protected from any form of bullying.
- The school meets all legal and regulatory requirements, including those for emergency evacuation drills. The school premises provide a very safe, secure and hygienic environment. School transport is monitored with vigilance, as is access to the campus.
- The clinic is adequately staffed by a part-time doctor and a full-time nurse. Healthy lifestyles receive a high profile. Teachers, parents and medical staff all contribute to this aspect of the school curriculum.

	KG	Primary	Middle	Secondary
Care and support	Good	Good ↑	Good ↑	Good ↑

- Relationships between students and adults are marked by mutual respect and trust. Rigorous policies and a constructive management **system ensure good attendance and punctuality. Students’ positive attitudes towards learning result in good behaviour throughout the school.**
- **Systematic procedures identify students of determination and enable teachers to construct detailed individual learning plans (IEPs). Students who are gifted or talented are also identified. Although additional opportunities are provided for them, the level of challenge is not always high enough.**
- **The school has a successful approach** to the promotion of students’ wellbeing. Careers guidance for older students help them to make informed choices for the future. The good care provided for children in KG helps them to settle into school and to develop their English language skills.

For Development:

- Ensure that the development of gifted and talented students is supported by appropriate levels of challenge.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The governor for inclusive education and the support team work closely together. They are committed to ensuring that the school has an inclusive ethos. However, there is no development plan, and the leader of inclusion has significant responsibilities as the subject leader for English.
- The inclusion team has secure understanding of the challenges that students experience. Teachers use the categories of disabilities effectively. The procedures used for the early identification and assessment of students' needs do not provide sufficient details to guide teachers' planning.
- Teachers understand the need to keep parents informed about their children's progress. Parents contribute to the construction of their children's IEPs and are provided with regular updates on their progress.
- Curriculum access is enhanced through individual learning support, and when students of determination are taught in mainstream lessons. However, there is lack of consistency in the levels and types of support that students receive. As a result, provision may not match their needs.
- The majority of these students makes acceptable progress over time. Outcomes are good in literacy and numeracy skills when account is taken of students' differing starting points. Most make good progress towards the achievement of their personal and social goals.

For Development:

- Ensure consistency in the effectiveness of the support provided for students of determination.
- Enhance the early identification procedures to collect more detailed information on students' specific barriers to learning.

6. Leadership and management

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

- The principal, with the full support of governors and staff, provides a very clear vision for the future of the school. Leaders ensure that students' wellbeing and academic achievement are at the heart of this inclusive school. The wide distribution of leadership roles enables all staff to make meaningful contributions to the drive for improvement. However, some leaders of key aspects of the school's work carry too many responsibilities.
- Comprehensive self-review procedures provide school leaders with an accurate picture of the school's performance. This information, together with rigorous analyses of assessment information, ensures that all planning is focused on appropriate development priorities. A stable staff and excellent relationships result in a high level of commitment to continuing success. The recommendations from the previous inspection report have been tackled with determination.
- Parents are strongly supportive. They feel that the school provides a family atmosphere in which their children are well-assisted both academically and personally. They believe that their children are safe in school. They value the accessibility of teachers and the regular reports they receive on their children's learning and academic progress. Through the active parents' forum, they are able to make meaningful contributions to the quality of education provided by the school.
- Governors understand their responsibilities for holding the school to account. They carry out their roles as critical friends effectively. Board members fully understand the school's performance and actively support leaders in pursuing the National Agenda targets. They demonstrate a strong commitment to the academic and personal development of all students, and they share the desire to provide the highest quality of education for all.
- The day-to-day operation of the school is efficient. Effective use is made of the available time. Teachers are well deployed according to their subject specialisations. They benefit from a wide range of training opportunities, which are focused on individual and whole school improvement targets. The lack of practical resources in KG and the lower primary grades restricts the development of active and collaborative learning. Facilities for sports and other activities are limited.

For Development:

- Review the responsibilities of staff with leadership roles to ensure that they are not overloaded.
- Improve the availability of practical resources and small equipment in KG and the lower primary grades.
- Improve the on-site sports facilities.

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