

ACCEPTABLE



# INSPECTION REPORT



























CBSE CURRICULUM

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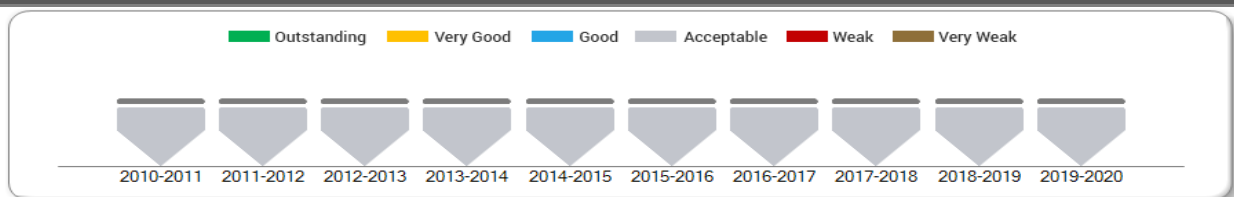
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## School Information

General Information	 Location	Al Garhoud
	 Opening year of School	1980
	 Website	www.nimsdxb.com
	 Telephone	04-282-4313
	 Principal	G. James Richard
	 Principal - Date appointed	1/2/2019
	 Language of Instruction	English
	 Inspection Dates	21 to 24 October 2019
Students	 Gender of students	Boys and girls
	 Age range	4 to 17
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	6,551
	 Number of Emirati students	0
	 Number of students of determination	889
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	349
	 Largest nationality group of teachers	Indians
	 Number of teaching assistants	13
	 Teacher-student ratio	1:20
	 Number of guidance counsellors	3
	 Teacher turnover	30%
Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	Central Board of Secondary Education (CBSE)
	 External Tests and Examinations	CBSE, DHSE, CAT4
	 Accreditation	CBSE
	 National Agenda Benchmark Tests	ASSET, PIRLS, PISA, TIMSS

### School Journey for NEW INDIAN MODEL SCHOOL



## Summary of Inspection Findings 2018-2019

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Students Outcomes</p>	<ul style="list-style-type: none"> <li>Students' achievements are mixed across the six key subjects and strongest in Islamic education and mathematics. Their attainment levels in secondary science are slightly lower than in 2018. Students' learning skills are stronger in the Kindergarten (KG), but less so in the primary grades. Overall, most students attain the expected levels of the CBSE and Kerala curricula.</li> <li>Students have a strong sense of personal responsibility and an embedded work ethic across the school. These features help to nurture their academic success. Students have an excellent appreciation and understanding of Islamic values. They take active part in cultural activities that show respect for Emirati heritage. Students contribute actively to good causes such as, the Red Crescent.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> <li>Teaching is of inconsistent quality across the school. In KG and the middle and secondary phases, higher quality teaching engages the students in purposeful and appropriately challenging learning. However, in the primary phase,, lessons are less coherently focused on students' needs and consequently learning is not as successful. The information resulting from the regular assessment of older students does not provide clear and reliable measures of their attainment and progress.</li> <li>The curriculum is strongest in the KG, with a focus on building knowledge, skills and understanding. In the primary phase there is inconsistent curriculum implementation. Adaptations of the curriculum are more focused in the KG, as in other phases activities are designed for the whole class and not well matched to students' individual capabilities.</li> <li>The school has effective procedures for the safeguarding of students, including child protection. Newly appointed staff members receive training. All are familiar with the arrangements to protect students from bullying and the potential dangers of social media. The school has a caring ethos by which everyone is valued. Very efficient monitoring of behaviour and attendance helps ensure an orderly and safe school community.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> <li>Leaders share the school's vision but are only partly successful in achieving its mission to provide 'a culture of innovation and research.' Many, but not all leaders, understand the best practices in curriculum planning, teaching and assessment. The capacity of leaders to improve the school is evident in some areas, but less so in others. The leadership of innovation is still emerging.</li> </ul>

**The Best Features of the School:**

- The overall good quality of provision and outcomes in the KG
- The good progress students make learning about Islam and mathematics
- The outstanding and very good personal and social development of the students
- A good provision for the protection, care, guidance and support of students
- The good leadership and partnership with parents and the community








**Key Recommendations:**

- Governors should become fully aware of the recommendations for improvement so they can take the actions necessary to achieve all of them.
- Improve students' rates of progress in learning Arabic, English and science so they attain at least good standards in all phases.
- Improve the quality of teaching so that a majority of lessons are good across all phases, and that none are weak.
- Improve the accuracy of assessment information and teachers' use of it to challenge all students properly.
- Leaders should improve the accuracy of teacher appraisals so that they focus on learning outcomes.

## Overall School Performance

### Acceptable

#### 1. Students' Achievement

		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	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 English	Attainment	Very good	Acceptable	Good	Good
	Progress	Very good	Acceptable	Good	Good
 Mathematics	Attainment	Very good	Good	Good	Good
	Progress	Very good	Good	Good	Good
 Science	Attainment	Good	Acceptable	Good	Good ↓
	Progress	Good	Acceptable	Good	Good ↓
 UAE Social Studies	Attainment	Good			
<b>Learning skills</b>		Very good	Acceptable	Good	Good

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

## 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	Very good	Good	Good	Good

## 6. Leadership and management

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

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

## National Priorities

### 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.

#### The school's progression in international assessments meets expectations.

- The students' 2015 Trends in International Mathematics and Science Study (TIMSS) scores for Grades 4 and 8 in mathematics and science were higher than in 2011 and all exceeded the school's 2015 targets. All Programme for International Student Assessment (PISA) scores were higher in 2015 compared to 2012, but only the target for mathematics was met. The school's average score in the Progress in International Reading Literacy Study (PIRLS) assessment increased from 427 in 2011, to 482 in 2016. The National Agenda benchmark assessments for English, mathematics and science in 2019 were low and showed no improvement over 2018. When comparing the benchmark assessments against cognitive abilities, most students attain above what is expected in English, mathematics and science.

#### The impact of leadership is approaching expectations.

- The school's action plans demonstrate the leaders' commitment to the UAE National Agenda. External attainment information is used as a benchmark for the school's internal assessments. The curriculum is aligned with the requirements of international tests. Assessment information is not used consistently in Grades 1 to 12 to guide teachers' lesson planning.

#### The impact on learning is approaching expectations.

- The objective to promote and develop students' critical thinking, problem-solving, enquiry and research skills is understood by the leaders. Students are engaged in activities to develop these skills, but not as part of their learning across all key subjects. Digital devices are a common feature in students' approaches to learning.

**Overall, the school's progress toward achieving the UAE National Agenda targets is approaching expectations.**

#### For development:

- Raise students' scores in the UAE National Agenda benchmark assessments.
- Ensure that assessment information is used consistently by teachers in Grades 1 to 12 to guide their lesson planning.



## Moral Education

- The curriculum for moral education is textbook-based in the primary and middle phases, with few activities that encourage students to think critically. It is adapted to meet a few needs.
- Lessons in the secondary phase show that students are more likely to be engaged in active learning, including research and discussion than they are in the primary and middle grades.
- All assessments of learning are internal and prepared by teachers. There is a lack of overall class assessment information from Grades 1 to 12 and little evidence of learning about moral behaviour in the secondary grades.

**The school's implementation of the moral education programme is below expectations.**

### For development:

- Monitor teaching to ensure that lessons in moral education are more active, less textbook based and match the students' different abilities.
- Improve the validity of tests to ensure that there is accurate knowledge of students' achievements..

## Reading Across the Curriculum

- The quality of procedures for assessing reading across the curriculum is adequate..
- The school does not have a strategy for supporting the specific groups of students to know what hinders their progress and what might significantly accelerate their improvement.
- Teachers' lack of expertise for helping students to improve their reading skills hinders students' fluency, intonation, pronunciation and understanding.
- Some valuable actions have been taken, but the school does not effectively address, in a strategic, coherent and consistent way, students' reading literacy across the curriculum.

**The school's provision, leading to raised outcomes in reading across the curriculum is emerging.**

### For development:

- Create a whole school policy and strategy for the development of reading opportunities across the curriculum.
- Develop teachers' collective ability to teach reading in all classes.

## Innovation

- Opportunities for students to develop exciting, independent and innovative approaches to learning in lessons are underdeveloped, often because teachers direct learning too closely.
- There is a school-wide interest in water and electricity conservation, including the hydroponics project in the KG. A minority of students make effective use of technology in lessons.
- The encouragement of innovation is developing through projects, charity initiatives and some new courses added to the curriculum. Robotics and farming lessons are available.
- The quality of teaching is rarely innovative but where it is, this is most likely to be found in the KG and the secondary grades.
- Leaders promote innovative practices, but these are proving difficult to monitor regularly.

**The school's promotion of a culture of innovation is emerging**

### For development:

- Expand the opportunities for students to take independent and innovative approaches to learning in their daily lessons.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Students in the secondary grades demonstrate a stronger understanding and knowledge when analysing The Holy Qur'an in learning about Halal, Haram and Surat Al Noor. Their recitation skills are developing well in the primary grades. Across the school, most students have memorised the Surats.
- Primary students know the names of the members of the Prophet's (PBUH) family while students in the middle grades know about the importance of Friday prayers and their effects on society. Secondary students know and understand elements of the Sunnah.
- Students know some characteristics of Sahabh, such as, Ibin Um Maktoum and the relation between his story and the reasons for Absa Surah. Older students appreciate the efforts made by the UAE government in building mosques and supporting the learning of The Holy Qur'an and Sunnah.

#### For development:

- Develop students' skills in reciting The Holy Qur'an, especially among the secondary boys.

#### Arabic as an Additional Language

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

- Most students in Grades 1 to 9 understand and respond appropriately to a limited range of questions in Arabic. They use their knowledge of grammar to substitute words when writing short sentences or paragraphs. Their speaking, reading comprehension, and creative, independent writing skills are less secure, particularly those of the boys.
- Primary students understand the main ideas from short passages about familiar topics, such as, the school or football. Older students can read aloud accurately, and more able students read fluently with few errors. Some can take part in conversations using contextual clues to appreciate meanings.
- Summarising Arabic stories, additional classes to support low achievers, and participation in Arabic competitions, are initiatives which are boosting students' confidence in their language skills.

#### For development:

- Provide all groups of students with the support and challenge which enables them to make more rapid progress in Arabic.
- Use diagnostic assessments more skillfully to match work to the learning needs of students particularly those with weaker linguistic skills.

## English

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

- Most children in the KG achieve above expectations, working from very low starting points upon entry. They make accelerated progress in their speaking and writing skills. When offered the opportunity, students in the primary phase are able to demonstrate their understanding and speak clearly and accurately.
- Students have many opportunities to read quietly and aloud. However, the lack of knowledgeable support from teachers is delaying the refinement of their reading skills. Students in the primary and middle phases are not writing as frequently as they should.
- In the upper phases, students demonstrate a rich vocabulary and good presentation skills. Some of the less confident students are not sufficiently challenged. The new online reading programme is beginning to support students' improving reading proficiency.

### For development:

- Provide students with more extended and creative writing tasks, particularly in the primary grades.
- Ensure that students in all grades refine their reading skills by providing more regular practice.

## Mathematics

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

- At least a majority of students in Grades 1 to 12 achieve at a level above curriculum expectations. In the KG the achievement of a large majority of children is well above expectations. These children develop mathematical concepts and language through a wide variety of practical activities.
- In the KG children learn about numbers, measuring and basic shapes. Primary and middle grade students handle numbers, graphs and common shapes well, but are less confident with word problems. Secondary students understand and can apply many key concepts in algebra and geometry.
- In general, girls attain better results than the boys and this gap widens as the students get older. The results of benchmarked mathematics tests in 2019 were similar to those of the previous year.

### For development:

- Enhance students' knowledge across the various elements of mathematics.
- Provide students with more constructive comments on their written work in mathematics.

## Science

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

- Children's skills of observation develop rapidly in the KG. Not being consistently challenged by the learning activities primary students' progress is less strong than it is in other phases.. Although progress accelerates through the higher grades, external test results of attainment vary across the three phases.
- Most children in KG know that seeds grow into plants. In the primary phase, students extend their understanding of life processes, chemical reactions and physical phenomena. However, students' skills of analysis and interpretation in the middle and secondary phases remain underdeveloped.
- From Grade 6 onwards, students undertake practical activities in the laboratories. They are engaged in highly structured practical work which rarely promotes their investigative skills. Students are not effective problem solvers or critical thinkers, because the activities are typically, not sufficiently demanding..

### For development:

- Provide students with more opportunities to develop their investigative skills such as, what scientific data to collect and how this data should be analysed.

## UAE Social Studies

	All phases
Attainment	Good

- Students of social studies attain higher standards as they get older. The best outcomes are among the Grade 9 students. The weakest are among the Grade 3 students, specifically the boys. Attainment in the primary phase is good overall. In the middle grades it is very good.
- Students bring significant knowledge about the social world to their lessons and most could build upon it, but often they do not have the opportunity. Their project work and presentation skills are generally strong. The older students can deliver sustained inquiries on specific topics.
- The attainment of students is about the same as it was at the previous inspection.

### For development:

- Across the primary and middle grades, increase the level of challenge beyond the basic standards of the current curriculum.

## Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Very good	Acceptable	Good	Good

- Learning skills are inconsistent across the phases, but strongest in Islamic education and mathematics lessons. In the other subjects really strong, learning skills are less evident, especially in the primary grades, where students are provided with fewer opportunities to apply and to develop them.
- Innovation is rarely seen as an approach to learning in the school. Learning technologies are seldom used to support innovation nor is their use well-established in students' general experiences in classrooms.
- The introduction of 'robotics' throughout the school is not fully exploited to promote the best learning. Students do not have enough freedom of discovery, and opportunities to learn through trial and error, to understand robotics fully.

### For development:

- Provide more opportunities for students, especially those in the primary grades, to ask more questions, pose original problems, carry out research and present their findings.
- Provide students with more consistent use of technology to support and extend their learning beyond classroom lessons.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students show consistently strong personal responsibility and there is an embedded work ethic across the school. These features nurture their academic success. Students' positive attitudes toward school and others, result in excellent behaviour. However, a few students in the primary grades are less self-disciplined.
- The quality of the relationships between students and adults is excellent. Students report that they feel safe and valued when at school. They show genuine empathy towards others, including towards students of determination.
- Students follow safe and healthy lifestyles. They make wise eating choices, including children in the KG, with a range of fruits and vegetables daily. Levels of attendance are very high, and students are punctual when arriving to school and their lessons.

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

- Students have an excellent appreciation and understanding of Islamic values. Verses of The Holy Qur'an are regularly recited on the school radio and during assemblies. The UAE and Indian national anthems are played, sung enthusiastically and respected by all on a daily basis.
- Students take active part in cultural activities that show respect for Emirati culture, including the organisation of the UAE's National Week, with traditional songs and poetry competitions. Students celebrate the UAE's Flag Day and all the Islamic festive days.
- A strong sense of pride and celebration of their Indian heritage and culture is shown by students. Senior students participate in a Model United Nations to resolve conflicts and discuss ways to promote equality. Younger students have a less well-developed knowledge of other world cultures.

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

- Students contribute actively to good causes such as, the Red Crescent and the Dubai Autism Centre. They show well developed civic responsibility, for example, by showing the initiative to raise funds for the victims of floods in India.
- Students show commitment to child protection, well-being and developing young global leaders. They readily take the initiative and manage their own projects, such as, selling homemade food, hand crafts and trade stationary in the Honesty Shop.
- Students are committed to environmental conservation, so they re-use plastics when planting and ablution water when watering the garden. In KG, children take part in environmental awareness activities such as, a Save the Earth assembly. Senior students have won several environmental competitions.

#### For development:

- Increase students' awareness of other world cultures, particularly younger students.

### 3. Teaching and assessment

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

- Teaching is inconsistent across the school. In the KG, middle and secondary phases, higher quality teaching engages the students in purposeful, appropriately challenging learning. In the primary grades, lessons are less well focused on students' individual needs and consequently learning is not as successful.
- The most effective teaching is well matched to the needs of the students with positive engagement and skillful questioning by the teachers. In these lessons' teachers use questions to prompt thinking, test understanding and consolidate learning, particularly at the conclusion of a lesson.
- There has been a recent emphasis on more frequently monitoring lessons to ensure greater consistency in the quality of teaching. However, the monitoring to date has focused too much on the teacher's activity and behaviour, rather than the students' learning skills and their progress.

	KG	Primary	Middle	Secondary
Assessment	Very good	Acceptable ↓	Acceptable ↓	Acceptable ↓

- Assessment procedures in the KG provide clear measures of the children's personal and academic development. The information, resulting from the regular assessments in Grades 1 to 12, is inconsistent. Consequently, the measures of students' attainment and progress are less than reliable.
- External assessment information is analysed sufficiently, to provide benchmarks for the school's internal assessments. In the KG, teachers' assessments of children's learning are on-going and guide the daily planning of learning activities.
- Assessment information is used inconsistently by teachers in many subjects when planning lessons. This makes it difficult to meet the learning needs of all groups of students. The charts of expectations that are given to students do enable them to understand how their work will be assessed.

#### For development:

- Teach lessons that build upon what the students have already learned and group students more effectively for tasks.
- Adjust the collection of assessment information so that it provides clear and reliable measures of students' attainment and progress in Grades 1 to 12.

## 4. Curriculum

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

- The curriculum is most effective in the KG, where there is a focus on building knowledge, skills and understanding each day. In the primary grades, the inconsistent implementation of the new curriculum is limiting learning.
- A wide range of subjects in the secondary grades prepare students for different career options. Cross-curricular links are underdeveloped in almost all the subjects, especially in the primary grades.
- The curriculum is reviewed on a regular basis. The internal and external benchmarking test results are analysed to guide improvements, but this work is not consistently applied. In the KG however, reviews are more effective and used to modify learning activities on a daily basis.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Good	Good

- Adaptations to the curriculum are well focused in the KG, but in the other phases they are mostly superficial. As task differentiation is underdeveloped, activities are usually designed for a whole class and therefore, are not well matched to the capabilities of individual students..
- The effective use of learning spaces outside the classrooms encourages students to learn practical skills. Projects, such as the hydroponics and Well-ness Farm illustrate the school's commitment to water conservation.
- The curriculum helps to promote an appreciation and understanding of Islamic values. Strong links with Emirati culture and society are displayed through a range of cultural activities conducted over the school year.
- Arabic, as an additional language, is taught to the children in KG2.

### For development:

- Ensure that the primary curriculum implemented consistently and supports the all-round development of all students.
- Adjust the timetable to allow students to have a longer break each day.
- Adapt the curriculum to match the learning needs of students in all phases and subjects.



## 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

- The school has effective procedures for the safeguarding of students, including child protection. Newly appointed members of staff immediately receive safety training. Teachers and parents are familiar with the arrangements to protect students from bullying alongside the potential dangers of social media.
- The school premises are clean and any safety issues identified in the building or grounds are swiftly addressed. Medical staff are vigilant, promote healthy living and manage the care of all students sensitively. Secure records are maintained, including those pertaining to evacuation procedures. The school's concern and planning for students' safety, extends to their participation in offsite activities.
- The learning environment is accessible for the needs of students of determination. However, the play areas in KG are worn-out. New emergency exit doors, installed during the inspection, enhance students' safety.

	KG	Primary	Middle	Secondary
Care and support	Very good	Good	Good	Good

- The school has a caring family ethos within which everyone is valued. Very efficient monitoring of students' behaviour and attendance helps ensure that they attend regularly and respect others. The school is an orderly and safe community.
- In the KG, very good care helps children settle into school life quickly and builds their confidence. Across the school, student's express confidence in their teachers, who genuinely care for them. Career guidance for the older students helps them make informed choices for the next stages of their lives.
- Students with learning needs are identified accurately. The support provided in classrooms is good overall but remains inconsistent across all four phases. This is because only a few teachers provide work that matches their students' identified learning needs.

### For development:

- Improve the surface and equipment in the main KG playground.
- Raise the quality of support for students in lessons so that students of different abilities make the best possible progress.
- Improve the identification of students who have special gifts and talents.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- The Inclusion Team provides a positive service to the school. The skills of the inclusion coordinators and specialist educators are used with increasing effect, but the management of support in classrooms varies and requires strategic planning.
- The identification of students' needs is efficient and accurate. Carefully planned interventions in special support sessions meet students' needs well. Less well-developed is the identification of students with special gifts and talents, most notably high academic abilities.
- Parents are positive in their opinions about the support provided by the school. They receive a range of helpful information about their children's progress through regular termly reports. Parents value the guidance and training provided to help them support their children at home.
- The quality of lesson modifications and support vary. Some teachers are unaware of the progress students of determination making. As a result, they plan work that is too difficult for some, or, too easy for others.
- Students work in lessons and in their books indicates that most make good progress from their individual starting points. Progress is better in the primary phase and weaker in KG, where many children are still developing their understanding of English.

### For development:

- Monitor lessons regularly to ensure that the support provided for students of determination is successful.

## 6. Leadership and management

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

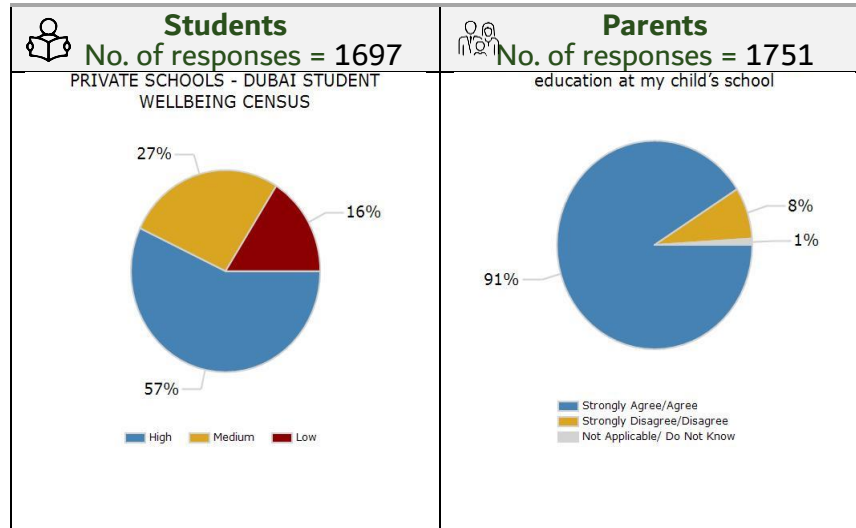
- Leaders share the school's vision but are only partly successful in achieving its mission to provide the advertised 'culture of innovation and research.' The senior leadership team is small for such a large school. However, the team has maintained a school which is of an acceptable standard for overall provision and outcomes. Many, but not all leaders understand the best practices in curriculum planning, teaching and assessment. Relationships and communication are generally positive and there are formal processes of accountability.
- The processes for evaluating the school's provision and outcomes are well organised but are only partly accurate. Specifically, the quality of teaching in the primary grades is perceived to be much better than it is. There is frequent monitoring of teaching and learning, but some appraisals of teaching remain unclear. School-identified improvement priorities are too great in number to allow a focused effort on achieving the most important ones.
- The partnerships and mutually respectful relationships between home and school are positive features of this school. Parents believe that the school leaders listen to their views and feel welcomed to meet teachers on a regular basis. Communication systems are secure, and information is shared digitally and on report cards. Parents view the school as being inclusive, and they receive accurate information on their children's progress.
- Governors involve parents and other stakeholders by means of meetings and electronic communication. As a governing body, they demonstrate insufficient and inaccurate knowledge about some important aspects of the school. Consequently, they misunderstand the main priorities for improving the school. Governors have exerted a positive influence on the school in some aspects' they have made some improvements to the facilities, including a new playing field, a renovated library and a garden for teaching and learning about agriculture.
- The school operates smoothly each day. Most staff members and students are mindful of the school's timetabling and routines. Leaders are working to ensure that all teachers are suitably qualified. Professional development work is partially successful in contributing to better outcomes for students. The resources for physical education, the junior library and the KG playground, are less suitable for a modern learning environment.



### For development:

- Develop the middle leaders' capacity for driving improvement, especially when evaluating teaching and learning.
- Leaders should set fewer, well-defined improvement priorities and focus on achieving them within the current school year.
- Expand the leadership team so there are enough people to monitor the quality of teaching and learning.

## Views of parents and students

Before the inspection, the views of the parents, teachers and students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 <p><b>Students</b></p>	<ul style="list-style-type: none"> <li>A representative sample of students in Grades 6 to 12 replied to their survey. A large majority report that they are satisfied and happy, but a significant minority reported low levels of both aspects. More than a third report high levels of sadness and worry. Overall, the students' responses are more negative than the averages at other schools in Dubai.</li> </ul>
 <p><b>Parents</b></p>	<ul style="list-style-type: none"> <li>A representative sample of parents replied to their survey. Almost all are satisfied with the quality of schooling provided to their children. Almost all indicate that their children are safe and that teachers are helping them acquire important learning skills. Most parents state that they are involved in the school and that leaders listen to their opinions.</li> </ul>

## 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 [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)