



The Indian High  
School-Branch

 Curriculum: CBSE

Overall Rating:

**Good**



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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## School information



General information	
Location	Al Garhoud
Type of school	Private
Opening year of school	1961
Website	www.indianhighschooldubai.org
Telephone	0097142823555
Address	P.O.Box:106 AL GARHOUD Dubai U.A.E
Principal	Mrs. Amita Kapoor
Language of instruction	English
Inspection dates	10 to 13 October 2016

Teachers / Support staff	
Number of teachers	307
Largest nationality group of teachers	Indian
Number of teaching assistants	24
Teacher-student ratio	1:15
Number of guidance counsellors	5
Teacher turnover	15%

Students	
Gender of students	Boys and girls
Age range	4-9
Grades or year groups	KG 1-Grade 4
Number of students on roll	4213
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	300
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	ASSET
Accreditation	NA
National Agenda benchmark tests	ACER: IBT; GL;



## The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

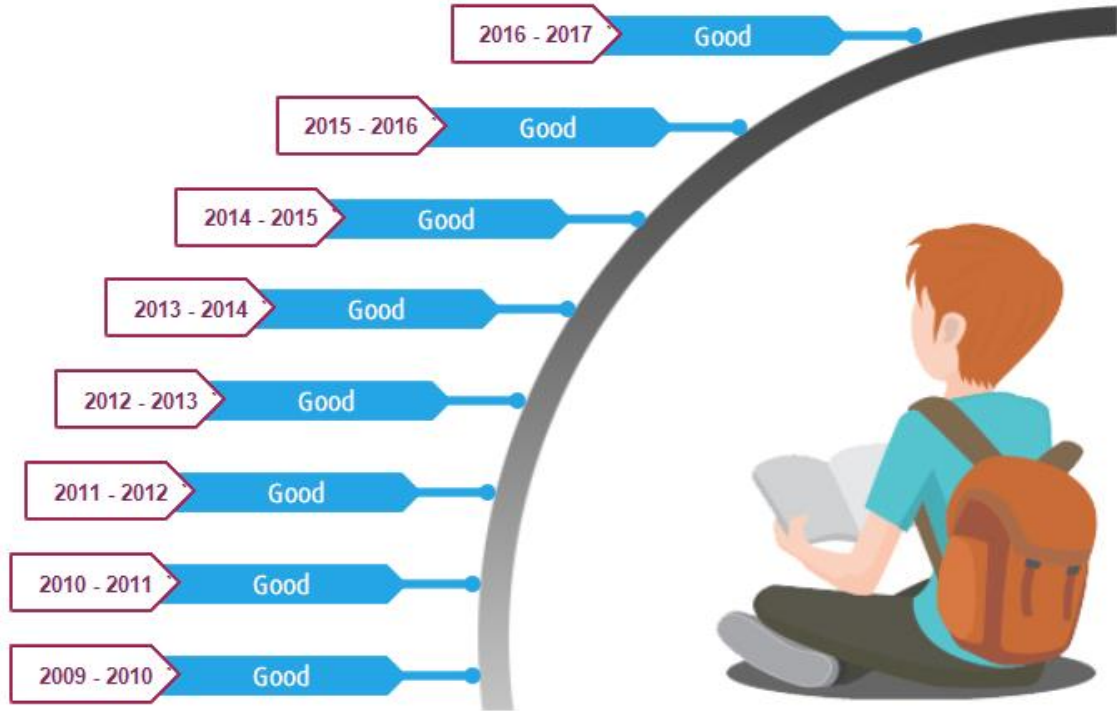
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

### Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

<b>Outstanding</b>	Quality of performance substantially exceeds the expectation of the UAE
<b>Very good</b>	Quality of performance exceeds the expectation of the UAE
<b>Good</b>	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
<b>Acceptable</b>	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
<b>Weak</b>	Quality of performance is below the expectation of the UAE
<b>Very weak</b>	Quality of performance is significantly below the expectation of the UAE

## Inspection journey for The Indian High School-Branch



- The Indian High School Branch is a sister school to The Indian High School. It was opened in 1961. At the time of this inspection it had 4213 students aged from four to nine years, a small decrease of 37 students from the previous year. The principal has been at the school for several years and was acting principal at the time of the last inspection. Since then she has been officially appointed to the role of principal. Teacher turnover at the time of the inspection was 15%, a slight increase on the previous year.
- Previous inspections acknowledged strengths in students' personal and social development, their protection and care, the effectiveness of leadership and governance and the partnership with parents. There have also been very positive outcomes in English and mathematics in the KG and in English, mathematics and science in the primary phase.
- Recommendations over three years of inspections have focused on three main areas: the need to improve provision in order to raise achievement in Arabic as an additional language; the need for greater consistency in the quality of teaching and the use of assessment in planning and monitoring progress; the inconsistency in the effectiveness of support for students with SEND. There was also a need identified in the last inspection report to improve development planning to ensure it had a positive impact on students' performance.

## Summary of inspection findings 2016-2017



The **Indian High School-Branch** was inspected by DSIB from 10 to 13 October 2016 . The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' attainment and progress in the Kindergarten (KG) are outstanding in English and mathematics, but good in science. In the primary phase, attainment and progress are very good in mathematics and science. In English, progress is outstanding and attainment is very good. Progress and attainment in Islamic education are good, whilst in Arabic as an additional language they are acceptable. Students' learning skills are very good in KG and good in primary.
- Students' personal and social development is a strength of the school. They are courteous and well-behaved and their attendance is good. They have an excellent understanding of how to be healthy. They participate enthusiastically in the variety of activities on offer and have an outstanding awareness of cultural diversity, for their age.
- The quality of teaching is good in both phases. At its best, teachers understand how students learn and they plan for the range of abilities. They create an environment in which students extend their learning with, and from, their classmates and they involve students in assessing their own progress. Where teaching is less effective, teachers dominate lessons and talk instead of allowing students to be independent learners and apply what they have learnt.
- The curriculum is broad, balanced and planned so that it ensures progression in the development of students' knowledge, skills and understanding. Modifications to the curriculum for different groups of students, including those who are gifted and talented, are improving especially in the KG.
- The extent to which the school looks after students' health and safety is outstanding. With regard to care and support, relationships between teachers and students are based on trust and respect. The quality of support for students with SEND is developing. Greater accuracy is required in identifying their barriers to learning in order to provide appropriate support matched to their individual needs.
- The principal, along with other school leaders, is having a very positive impact on the quality of provision. They are aware of what they do well and are taking action to bring about improvements. The partnership with parents is an integral part of the school's successes. Governors make a significant contribution to improvement but sometimes make inappropriate decisions about staffing appointments.

### What the school does best

- In response to the National Agenda requirements, the principal and other school leaders are introducing appropriate and exciting initiatives to enhance the learning experience for students.
- Students achieve well in English, maths and science and there have been improvements in learning skills and in the curriculum in the KG.
- The quality of assessment in the primary phase has improved with regard to teachers' feedback to students and the involvement of students in self-assessment.
- Students' personal development is outstanding; their behaviour is exemplary, they participate enthusiastically in the variety of activities on offer and they have an excellent awareness of Islamic values and cultural diversity.
- Outstanding attention is given to health and safety.

### Recommendations

- To improve attainment and progress in Arabic as an additional language, governors should ensure that teachers are qualified and are enabled to develop their effectiveness as practitioners.
- Improve teachers' ability to set clear learning objectives and outcomes which enable them to more accurately assess students' progress.
- Accurately identify students' additional needs according to KHDA's Special Educational Needs and Disabilities (SEND) categories and provide challenge and support that is effectively matched to their specific learning needs.
- Produce a strategic plan that has clear, aspirational and measurable targets for school improvement.
- Accurately report student attendance by correctly classifying authorised and unauthorised absences.

## National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- The school fully meets the registration requirements for the National Agenda Parameter.
- Attainment based on the National Agenda Parameter benchmark tests is above expectations in English, mathematics and science.
- School leaders have analysed the results and used this information to identify gaps in students' knowledge, skills and understanding. They have developed an action plan to outline the changes and adaptations the school intends to make to the curriculum and to teaching and learning to address the shortfall. As it stands, the action plan lacks detail in terms of success criteria. Cognitive ability tests (CAT4) have now been administered to provide the school with indicators of students' individual potential.
- The English, mathematics and science departments are adapting their curricula to meet the needs of the students. Science is introducing topics not currently in the CBSE curriculum, whilst English is increasing the complexity within comprehension work to place more emphasis on inference and deduction. In mathematics, in order to improve student performance in space and shape, the department now includes a lesson on using software which increases awareness of 2D and 3D shapes.
- The school is focusing closely on increasing the level of enquiry in lessons and the questioning techniques of teachers to expose students to more opportunities for critical thinking. Whilst this is not yet a feature of all lessons, it is evident in some and reflects the impact the training is having.
- Assessment information is communicated to all the stakeholders. Students understand their results. They are actively involved in the assessment process both in self-assessment and in target-setting. Students access some assessments on tablet computers. The use of information technology, as a research tool, is developing but not widespread in the school.

Overall, the school's improvement towards achieving its National Agenda targets meets expectations.












Overall school performance

Good

1 Students' achievement

		KG	Primary
Islamic education 	Attainment	Not applicable	Good
	Progress	Not applicable	Good
Arabic as a first language 	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
Language of instruction 	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
English 	Attainment	Outstanding	Very good ↓
	Progress	Outstanding	Outstanding
Mathematics 	Attainment	Outstanding	Very good
	Progress	Outstanding	Very good
Science 	Attainment	Good	Very good
	Progress	Good	Very good
		KG	Primary
Learning skills		Very good ↑	Good

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

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

## 3. Teaching and assessment

	KG	Primary
Teaching for effective learning	Good	Good
Assessment	Good	Very good ↑

## 4. Curriculum

	KG	Primary
Curriculum design and implementation	Outstanding	Very good
Curriculum adaptation	Very good ↑	Good

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

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


## 6. Leadership and management

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


# Main inspection report



## 1. Students' achievement

 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
Language of instruction	Not applicable	Not applicable
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Good	Good

- Children make rapid progress from their starting points in English particularly in the latter part of the phase, when they are secure in the basic elements. Their strong grasp of phonics lays a firm foundation for secure reading and writing skills. Their letters are well-formed and by the end of the phase they can write short sentences using a range of vocabulary. Most children read age-appropriate storybooks fluently and speak with confidence and increasing clarity to express their thoughts and feelings. Consequently, they attain levels that are above expected curriculum standards.
- In mathematics, most children make excellent progress from their starting points and exceed the curriculum expectations for their age. They are working well beyond the expected number range of 1 to 50 and extending their ability to work to 100. They gain a solid understanding of the concept of number evident in their lessons. They can sort, classify and display a variety of objects. They recognise shapes and describe patterns with confidence.
- The majority of the children in the KG attain levels in science that are above curriculum standards. Most children are interested and enthusiastic about science and are developing their scientific skills, for example by investigating the wind propulsion of objects. They are developing their senses and using them to explore their environment. However, their natural curiosity and enthusiasm for science are stifled on occasion because they are often overly directed on what to do and how to do it.

 Primary		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
Language of instruction	Not applicable	Not applicable
English	Very good ↓	Outstanding
Mathematics	Very good	Very good
Science	Very good	Very good

- In Islamic education, the majority of students attain levels that are above the curriculum expectations. They have good knowledge about practising taharah as a Muslim, and their recitation of surahs from the Holy Qur'an is secure. Students make good progress in developing their knowledge of the life of Prophet Mohammed (PBUH). They understand and analyse the major events and characters in Seerah, such as during the event of Hijrah from Makkah. However, they are not always secure in applying the concepts to their lives and understanding of the world.
- In Arabic as an additional language, most students' work is in line with curriculum expectations. They are able to answer simple, familiar questions using a limited vocabulary from the standard Arabic they know and by using visual prompts as a reference. Students make expected progress in developing their listening, responding and speaking skills as they repeat words and phrases and demonstrate awareness of basic sound patterns. Students' progress in reading and writing is acceptable as they are able to understand the main points from a topic and write a few short sentences using the language they have learnt.
- In English, the large majority of students attain levels that are above curriculum standards. Benchmark data over the past three years indicate a downward trend in the percentage of students who are above curriculum standards. However, the large majority remain above. In most lessons students make outstanding progress in their reading and writing skills. This is confirmed in their workbooks for the current academic year and in the school's assessment data. However a few students make insufficient progress in their speaking skills.
- In mathematics, the large majority of students attain levels that are above curriculum standards. There is a close correlation between their performances in both external and internal assessments. In their workbooks, they demonstrate knowledge, skills and understanding which matches the school's assessment data. Over time, the pattern of attainment is consistent. Progress is very good in relation to their starting points. In lessons, progress against the learning objectives is sometimes variable. However, their workbooks confirm a very good rate of progress against the curriculum standards over time.
- In science a large majority of students make better than expected progress when compared with their starting points. They consistently attain above curriculum standards over a number years in internal and external assessments. They build on their prior learning to develop their understanding of new scientific concepts. In lessons they enjoy hands-on activities to hypothesise and draw conclusions, although their skills in scientific method are still being refined. Students sometimes find it challenging to communicate their learning clearly.

	KG	Primary
Learning skills	Very good ↑	Good

- Students generally demonstrate positive attitudes to learning. They take responsibility for their own learning. In KG, children work well and enjoy learning independently. On occasions, teachers manage them too closely. Students in the primary phase are developing the use of rubrics to evaluate their learning. This has helped them improve their work in most subjects, but not in Arabic as an additional language.
- During group activities, students collaborate well and support one another in their learning. They listen well to the teacher, and to each other, and respond respectfully. In KG, children share resources very well and extend their learning through talking with their peers about their activities.
- Students make clear connections between new and prior learning. Opportunities to link learning with the real world are increasingly evident in lessons. When learning about healthy diets, children in KG considered which fruit and vegetables were available in the shops. Students' ability to link their understanding across the different subjects is still an emerging feature, although it is managed better in KG due to the themed approach.
- Classrooms have interactive whiteboards and students' use of learning technologies, though limited, is developing. Older students, especially the high achievers, use tablet computers to do basic research. Students' critical thinking and problem-solving skills are developing features in most subjects.

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

	KG	Primary
Personal development	Outstanding	Outstanding

- Students display outstanding attitudes in school. They are self-reliant and responsible. They are eager to learn, and appreciate their teachers' efforts to help them. They accept responsibility eagerly and demonstrate high levels of self-confidence. Even the youngest children are persistent, dedicated and hardworking.
- Students' behaviour is exemplary in both phases of the school. They respect and follow the rules for behaviour and are self-disciplined. Inappropriate behaviour and bullying are rare.
- Students enjoy very positive relationships with other students and with staff. They are mutually respectful and considerate. They confirm that they are "helpful, healthy and happy" at school.
- Students, throughout the school, display age-appropriate understanding of safe and healthy lifestyles. Primary students, especially, participate in a wide range of physical activities before, during and after school. They are aware of their body mass index and, where necessary, take measures to reduce it by developing healthy eating habits and taking more exercise.
- Students almost always arrive on time for lessons. Their attendance is good.

	KG	Primary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Outstanding</b>	<b>Outstanding</b>

- Students have an excellent understanding and appreciation of Islamic values and their impact on UAE society. The relevance of these values is reflected in the way they act and behave in their everyday lives in Dubai, from using the Islamic greetings, where appropriate, to wearing the appropriate dress in the right places.
- Students fully respect and appreciate the Bedouin heritage and Emirati culture that influence contemporary life in the UAE. They express their knowledge and appreciation of the values of generosity and tolerance well. They are proud to celebrate UAE National Day and Martyrs' Day. They wear the Emirati traditional dress and sing and dance to well-known Emirati music during assemblies.
- Students articulate their understanding of different world cultures well and are deeply proud of their Indian heritage. They show their understanding through music, art and cultural activities. They are proud to live in Dubai with its rich cultural diversity and say, 'we are the world'. They are very aware of common elements between cultures and demonstrate this in their work on display around the school.

	KG	Primary
<b>Social responsibility and innovation skills</b>	<b>Outstanding</b>	<b>Outstanding</b>

- Students very clearly understand their roles as members of a community and make a strong contribution. Younger ones play their part in keeping the classrooms tidy. Older students' views are very well represented through the school council. They are proud of how they regularly support those less fortunate than themselves and for their long-term partnership with community organisations such as a local children's therapy centre.
- Students show an excellent work ethic and recognise the value of commitment in their academic work and in their support for charitable initiatives. Innovative approaches are adopted to gain support for charitable ventures that students identify for themselves. Students also manage the Recess Radio chat show to develop speaking and listening skills across the school community.
- A long tradition in the school for the responsible care of the environment is manifested in the work of the Green Party. Students of all ages help in their own way to protect the environment. Some students promote energy conservation at home and in school while others collect and recycle plastic rubbish for art work.

### 3. Teaching and assessment

	KG	Primary
Teaching for effective learning	Good	Good

- Teachers demonstrate secure knowledge in most subjects. Their understanding of how students learn is variable particularly in Arabic as an additional language. In the best lessons teachers create a safe, secure and supportive environment in which students learn together and from each other with minimal direction from the teacher. A minority of teachers are too directive, providing limited opportunities to promote independent learning.
- In most cases, teachers identify the different needs of all students and how they intend to meet them, in their planning. On occasion, the activity and expectation is the same for all students regardless of ability. In some cases, teachers do not set clear enough learning objectives and outcomes to be able to accurately assess students' progress. In the best lessons, teachers implement their plans effectively, making good use of the time and resources available, including resources that they have made themselves.
- Teachers' questioning skills are developing, although variable, across the school. Most teachers use a balance of closed and open questions. In a minority of lessons, questions require a short and simple answer with no follow-up question to extend learning and understanding. Teachers do not always allow sufficient time for students to process their thoughts. Some teachers give excessive instructions and dominate their lessons by talking too much.
- Teachers understand the need to vary their strategies to engage and motivate students. The majority of teachers are skilled in facilitating group work that has a clear purpose, and provide additional support where it is most needed. As a result, most students achieve well and often very well. In a minority of lessons, planned activities are not well-matched to students' needs and learning styles.
- Teachers have made a good start to incorporating the National Agenda requirements into their daily planning. In the best lessons they skilfully promote higher-order thinking through open-ended questioning and facilitate independent learning, although this is inconsistent. Too many planned activities are closed with predetermined outcomes rather than enabling students to find their own solutions and reach their own conclusions.

	KG	Primary
Assessment	Good	Very good ↑

- The school has detailed information from formative and summative tests for primary students to provide valuable information about their attainment against CBSE curriculum standards and progress from one test to the next. These data correspond closely with external assessments. For Islamic education they are well matched to the Ministry of Education (MoE) requirements.



- Results from the external benchmarking tests for English, mathematics and science are used well to evaluate the school's performance against national and international standards. There are no benchmarks for Arabic as an additional language or for KG. Teachers assess children on entry to KG and on a regular basis. However, they do not routinely observe and record children's achievements from day to day.
- Assessment data and students' self-assessments are analysed in the primary phase, to identify achievement of individuals and different groups. This information is used to evaluate the effectiveness of teaching and to make adaptations to the curriculum. In mathematics, a shortfall in students' spatial awareness, led to the introduction of software designed to develop design and creativity. Similarly, changes to the English curriculum are already improving students' understanding of inference and deduction.
- Teachers in both phases are increasingly effective in using assessment data to identify students' next steps in learning. However, a minority of teachers are not sufficiently clear about what they want individual students to learn and how to judge whether learning has taken place. Most teachers provide constructive feedback to students on their work but there is no established system to monitor their progress over time.

## 4. Curriculum

	KG	Primary
Curriculum design and implementation	Outstanding	Very good

- The KG curriculum is broadly based on the English Early Years Foundation Stage curriculum focusing on the six areas of learning. The well-established primary curriculum is based on the CBSE curriculum. It effectively develops age-appropriate knowledge, skills and understanding to enhance the learning experiences of students and prepare them for the future.
- Curriculum mapping is carefully carried out by the curriculum committee of the school and ensures continuity and progression in topics and sub-topics in each subject. As an example, before learning about neighbourhood in Grade 2, the students have already learnt about the concept of family in Grade 1. This approach allows students to be well prepared for the next stage of education.
- Students are offered a range of additional exciting opportunities beyond the core curriculum. A variety of clubs, activities, competitions, and excursions enable them to identify and pursue their respective interests, fostering a love of learning.
- There are no clear links made across subjects in the curriculum plan. However, teachers often make connections in their daily planning and incidentally draw students' attention to relevant aspects of learning in other subjects.
- The curriculum is reviewed regularly at the beginning of the academic session and on the basis of students' performance in examinations. Recently introduced activities like the Lego club and reading stations are aligned with the national vision and provide rich additions to the curriculum.

- The UAE social studies curriculum is detailed in design and is taught along with the CBSE prescribed syllabus for social studies. Almost all students exhibit an age-appropriate awareness of the UAE. The assessment of UAE social studies is included in the formative and summative assessment of CBSE prescribed social studies syllabus.

	KG	Primary
<b>Curriculum adaptation</b>	Very good ↑	Good

- The quality of curriculum plans to meet the needs of students with SEND has improved. In withdrawal classes and most lessons, students make good progress. Students with gifts and talents excel in most subjects. In Arabic as an additional language, insufficient account is taken of students' attainment levels in lesson-planning. Learning activities are not well matched to the needs and abilities of students.
- Students benefit from a well-planned programme of extra-curricular activities. All make a significant contribution to students' academic progress and personal development. Children in the KG have more opportunities to explore and initiate their own ideas. Opportunities in primary for enterprise and innovation are embedded in the curriculum. Currently there are not enough opportunities for the promotion of creativity in most subjects.
- A strong feature of the curriculum is the promotion of understanding and appreciation of the culture and heritage of the UAE. Students are well aware of the National Agenda and take pride in the growth and culture of the country.
- The school also provides one 35-minute session for learning Arabic as an additional language in the KG. The focus of learning is on the shape and sounds of letters, based on their position at the beginning, in the middle and at the end of the word.

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

	KG	Primary
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Outstanding	Outstanding

- The school takes its responsibility for safeguarding, including child protection and welfare, very seriously. The Child Protection Policy is comprehensive and well understood by all stakeholders. It includes definitions of abuse and bullying, including cyber-bullying.
- The school provides a safe, secure and hygienic environment for all students and staff. Safety checks are frequent and thorough both on school transport and around school. Security is a high priority and the premises and entrance gates are staffed throughout the school day. The students are supervised well at all times.
- A maintenance committee ensures that all health and safety documentation is compliant and keeps comprehensive records of all incidents and actions. Evacuation drills are clearly understood, regularly

rehearsed and effectively executed. Clinics are well-stocked with all necessary equipment and resources.

- The school premises, grounds and facilities provide a safe and secure environment to meet the educational needs of most students. Wheelchair ramps facilitate access into the buildings but there are no lifts to allow access to the upper floor which would inhibit access for students with mobility restrictions.
- Healthy living is a key priority of the school, evident in the Happy and Healthy Initiative. Medical staff play an integral part not only in monitoring students' health and treating minor accidents and ailments, but also in developing the curriculum to promote healthy living. They ensure students know their body mass index and, where necessary, encourage them to follow the school's programme to improve their health.

	KG	Primary
<b>Care and support</b>	Good ↓	Good ↓
<ul style="list-style-type: none"> <li>• The positive ethos promoted by all staff enables students to enjoy school life and makes them feel appreciated and well cared for. The counsellors and other staff know students well and provide effective pastoral support and guidance for them. Students are comfortable in approaching a trusted adult if they have any concerns. Staff ensure that behaviour is exemplary at all times.</li> <li>• Systems for monitoring attendance allow students with authorised absence to be marked as present. This does not allow the full accurate picture of attendance to be seen on any given day and over time. As a result, staff could also be furnished with inaccurate records of who is in the school should an evacuation of building be necessary.</li> <li>• The school identifies children with additional needs and developmental delay on entry to the KG. These are not necessarily special educational needs but it enables the school to put in place early intervention and support which, in many cases, is effective and successful. The systems for identifying children and students with SEND are not always accurate in specifying the barriers to learning. Students with gifts and talents are identified in broad terms.</li> <li>• Students with SEND receive individualised support in withdrawal groups. Teachers tailor tasks well and support students' general and specific needs. This includes daily catch-up sessions. There is also excellent support provided through the home-school partnership. Support in lessons is improving as a result of training. Support and challenge for students with gifts and talents are provided in the majority of lessons and extra-curricular activities.</li> <li>• The counsellors and teachers show a genuine interest in students' personal development and well-being. They provide constructive support to help the few students who present challenging behaviour in lessons. This has had a positive effect on their attitudes to learning. Guidance to accelerate academic progress is developing well.</li> </ul>		

## Inclusion

### Provision and outcomes for students with SEND

Good

- School leaders are committed to ensuring that the provision for students with SEND is of a good quality. It promotes an inclusive ethos in classrooms and ensures that students take a full and active part in school life. The training provided for all teachers is having a positive effect on the quality of provision for students with SEND.
- The school identifies children with a developmental delay on entry to the KG and this enables teachers to target support at an early stage. The processes for identifying students with SEND are in need of further refinement to ensure a more accurate assessment of a student's barriers to learning and their specific needs.
- The school has a strong partnership with parents and this contributes significantly to the progress students make. Parents are fully involved in the identification process, helping to formulate individual education plans and reviewing their child's progress. Parents appreciate regular and informative communication and the opportunities to attend workshops to discuss any concerns they might have.
- Students have access to individualised programmes in withdrawal groups with special educators and additional support in lessons to help them complete their tasks. In most lessons students make good progress as the tasks and support are tailored to their needs. The design of some worksheets is not always appropriately personalised, particularly in English, to help students build on prior learning.
- Regular assessments are carried out to measure students' progress. These are aligned to the specific targets set for students and the curriculum standards. Information from assessment during lessons is not always used well enough to plan the next steps in a student's learning. Improvements have been made in the transfer of assessment information between teachers.

## 6. Leadership and management

### The effectiveness of leadership

Very good

- The principal has been in post for just over year. Together with the senior leadership team, she has a clear vision for improvement. She is making significant changes in order to improve outcomes for students. Students have already achieved very high standards in some aspects of their learning.
- The principal and other school leaders understand the characteristics of effective teaching and learning. Leaders are increasingly using assessment information to guide practices, review the curriculum and improve the quality of support for all students. Evaluation records show that leaders know their teachers very well and are developing the sharing of best practice across the school.
- Roles and responsibilities are clearly communicated and delegated so that all members of the school community are aware of expectations in working towards common goals. Although responsibilities are now better defined and processes to measure accountability are stronger, these are still not part of a fully embedded, well-structured system.

- School leaders now analyse the results of external examinations more closely. This analysis is used to influence various aspects of the curriculum, teaching strategies, and student learning. As a result, they have effectively introduced the e-resources online platform and My Space corners, for example, to promote students' independent learning.
- Leaders have been successful in broadly maintaining the same level of school performance, including student outcomes, over the past few years. They are up to date on the UAE National Agenda priorities and work successfully to ensure that the school is compliant with all statutory and regulatory requirements.

### School self-evaluation and improvement planning

Good

- The school has a wealth of internal and external data which it analyses to identify strengths and further areas for development. Leaders have a clear view of those students who are achieving well and those who are not. This information is also used to identify priorities for improvement and identify additional training needs of staff.
- There is a well-established system for both formal and informal monitoring of the quality of teaching. Written feedback to teachers is largely constructive and identifies areas for improvement. However, the feedback tends to focus on the actions of the teacher rather than the actual progress made by students with reference to the learning objectives.
- The improvement plan is written in response to recommendations from the previous inspection report also taking account of the data analysis and the National Agenda. The plan is appropriate but as yet there is no clear means of measuring its impact in the short and long term. The impact of school improvement planning on students' performance has been inconsistent. Nevertheless the senior leadership team show a good capacity to improve.

### Partnerships with parents and the community

Outstanding

- Most parents enjoy a very productive partnership with the school and both parties work well together in the best interests of the children. This is clearly evident in the support provided for homework and for extra-curricular activities and special events such as thematic assemblies. Several parents' groups are proactive in working with the school. The Parents' Focus Group is very influential in representing the parent body.
- The school has established a number of communication channels with parents so that they are kept well-informed about all school matters. They are consulted regularly and they feel comfortable approaching the school with any suggestions or concerns. Meetings with parents of students with SEND are frequent and informative.
- Written records of academic achievement include assessment grades with a limited amount of detail about what these mean. There is limited reference to students' personal development and well-being and none at all about areas for improvement. However, parents appreciate the formal and informal opportunities to discuss these and to find out more about their child's progress. They also have access to online updates about topics covered.

- The school is at the heart of the local community and engages with it on a number of levels. The partnership with the Rashid Paediatric Therapy Centre enables students to engage with, and learn from, young people with particular needs. This supports their understanding about difference and diversity. Students demonstrate their compassion and care for others by initiating charitable acts for those less fortunate at home and abroad.

**Governance**

Very good ↓

- Various members of the school and community are represented on the governing board, including the parents. The board seeks the views of parents first and foremost through the Parents' Focus Group and through regular surveys. They act on their suggestions and concerns where they are reasonable and appropriate, such as adaptations to the curriculum and extra-curricular activities.
- Governor representatives are regularly in school and keep up to date with developments. They are committed to providing ongoing professional development for teachers to enhance their skills especially with regard to meeting the National Agenda targets. They do not yet have a sufficiently robust system to evaluate the impact of this on students' outcomes.
- Governors are reasonably well-informed about the National Agenda and have made some decisions to improve provision. However, they have also made appointments of teachers to teach Arabic who have no teaching qualification. They also sanctioned the school's misguided system for reporting authorised absence instead of ensuring that reporting accurately reflected the actual attendance.

**Management, staffing, facilities and resources**

Good

- The school is well-organised and staff are generally clear about roles and responsibilities. Routines are well-rehearsed and ensure an orderly environment and an efficient use of time and space.
- The number of teachers is adequate for the number of students and to cover the range of curriculum subjects. The majority of staff are suitably qualified and have a recognised teaching qualification. The number of teaching assistants is limited considering the large class sizes especially in the KG.
- The learning environment is enhanced with bright, attractive and interesting displays which celebrate achievement and provide useful information to support learning. Some classrooms are quite small and movement is restricted. Consequently, they are not always appropriate for active learning and group work, especially when the numbers of students are high.
- The KG has a heritage corner for children to sit and reflect or read. Their outdoor area is adequate but limited as are the resources, especially for technology.

## The views of parents, teachers and senior students

### The views of parents, teachers and senior students

Before the inspection, the views of the 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	
<p>Parents*</p>	2016-2017	1180
	2015-2016	1707
<p>Teachers</p>	235	
<p>Students</p>	0	

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

- Out of 3,700 families, over 1000 parents responded to most questions in the survey. Responses are generally very positive
- The greatest concerns, expressed by parents who responded to the survey, are about safety on the buses and the safe use of the internet. Evidence from the inspection did not support this concern.
- Parents also raised some concerns about Arabic, Islamic education, awareness of the UAE culture and how the school deals with bullying although other responses suggest that bullying was rare.
- Parents who responded to the survey regarding SEND, all said they were well-informed but a few had concerns about identification and support. A large majority out of 803 parents said the school was inclusive and welcomed and cared for students with SEND.
- 235 teachers responded. Their responses were overwhelmingly positive about all aspects.

## 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)