



National Agenda



Early Years



Special Educational Needs



Innovation

## Inspection Report 2015-2016

The Indian High School-Branch

Curriculum: CBSE

Overall rating: Good

[Read more about the school](#)



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“Don't look behind to see who is following you, but look forward to be ahead”



Sheikh Mohammed Bin Rashid Al Maktoum

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## School information

<p><b>General information</b></p> 	<p><b>Location</b></p> <p><b>Type of school</b></p> <p><b>Opening year of school</b></p> <p><b>Website</b></p> <p><b>Telephone</b></p> <p><b>Address</b></p> <p><b>Principal</b></p> <p><b>Language of instruction</b></p> <p><b>Inspection dates</b></p>	<p>Al Garhoud</p> <p>Private</p> <p>1961</p> <p><a href="http://www.indianhighschooldubai.org">www.indianhighschooldubai.org</a></p> <p>04-2823555</p> <p>PO Box:106 Al Garhoud A.E</p> <p>Mrs. Amita Kapoor</p> <p>English</p> <p>26 to 29 October 2015</p>
<p><b>Students</b></p> 	<p><b>Gender of students</b></p> <p><b>Age range</b></p> <p><b>Grades or year groups</b></p> <p><b>Number of students on roll</b></p> <p><b>Number of children in pre-kindergarten</b></p> <p><b>Number of Emirati students</b></p> <p><b>Number of students with SEND</b></p> <p><b>Largest nationality group of students</b></p>	<p>Boys and girls</p> <p>4-9</p> <p>Kindergarten 1 to Grade 4</p> <p>4,250</p> <p>Not applicable</p> <p>0</p> <p>206</p> <p>Indian</p>
<p><b>Teachers / Support staff</b></p> 	<p><b>Number of teachers</b></p> <p><b>Largest nationality group of teachers</b></p> <p><b>Number of teaching assistants</b></p> <p><b>Teacher-student ratio</b></p> <p><b>Number of guidance counsellors</b></p> <p><b>Teacher turnover</b></p>	<p>290</p> <p>Indian</p> <p>8</p> <p>1:15</p> <p>5</p> <p>13%</p>
<p><b>Curriculum</b></p> 	<p><b>Educational permit / Licence</b></p> <p><b>Main curriculum</b></p> <p><b>External tests and examinations</b></p> <p><b>Accreditation</b></p> <p><b>National Agenda benchmark tests</b></p>	<p>Indian</p> <p>CBSE / CBSE-I</p> <p>IBT / ASSET</p> <p>CBSE</p> <p>IBT</p>

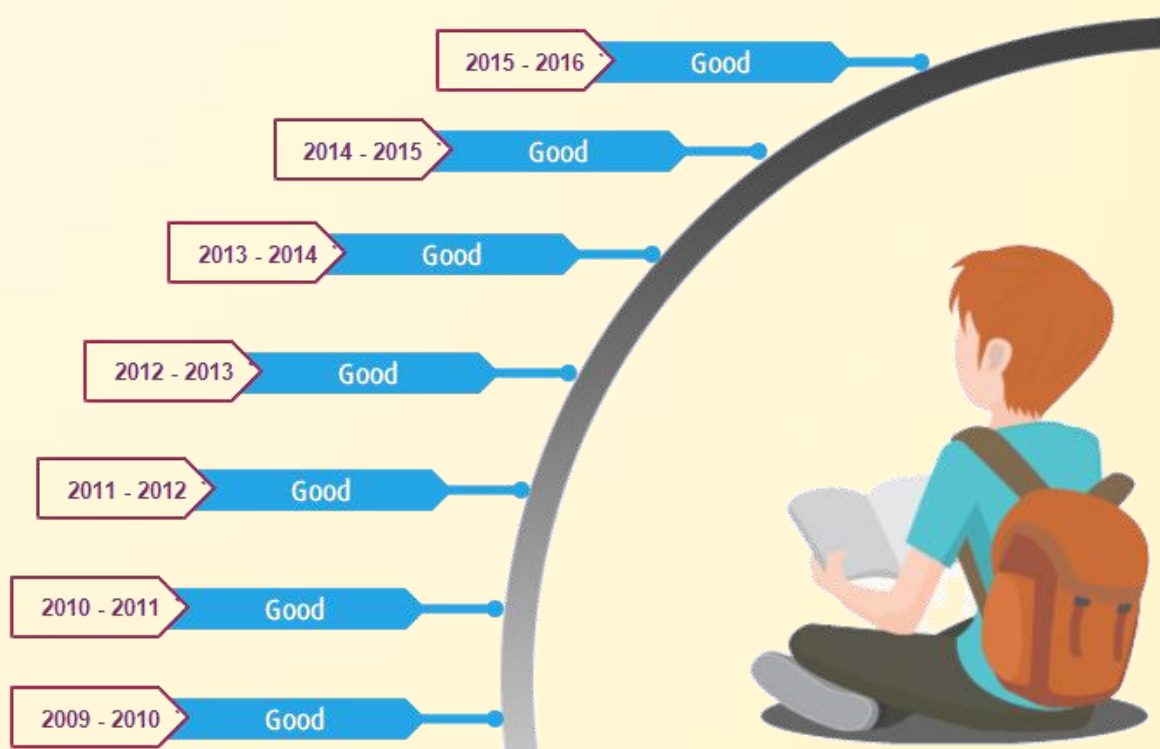


## Summary for parents and the community

The **Indian High School-Branch** was inspected by DSIB from 26 to 29 October 2015. The overall quality of education provided by the school was found to be **good**.

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

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





### How well did the school perform overall?

The Indian High School-Branch provided a **good** quality of education for its students.

- In the kindergarten (KG), attainment and progress were outstanding in English and mathematics, and in the primary phase attainment and progress were outstanding in English. In other subjects, attainment and progress were good or better, apart from Arabic as an additional language in which they were acceptable.
- Students were very well versed in their own and Emirati cultures. They were developing very responsible social awareness and there was a clear plan to improve students' personal and social development. Work on enhancing students' intellectual skills was less well developed.
- Teachers generally planned lessons carefully. Planning led to good quality teaching throughout the school. However, some variability limited teaching being very good consistently. For example, end-of-year assessments were generally of appropriate quality but there were weaknesses in teachers' on-going assessments. This led to support for some groups of students, including those with special educational needs and disabilities (SEND), not matching their needs.
- There was a very rich range of extra-curricular activities. Although there were regular reviews of the curriculum, effective actions to improve did not necessarily follow. This resulted in gaps in leaders' knowledge of what was happening in the classrooms and insufficient monitoring.
- Health and safety procedures ensured all students learn in a safe and secure environment. Students were guided in ways that assisted effective relationships and enhanced their behaviour.
- Leaders managed the school well and were developing an analytical approach to identify what was happening in the classrooms. The principal had a clear ambition for the school which was translated to senior colleagues. Parents were highly supportive of all of the school's activities.



### What did the school do well?

- Children achieved outstanding attainment in English and mathematics in the KG.
- The school provided an outstanding curriculum in the KG based on active learning and play.
- The development of students' skills in English language and literacy was outstanding.
- Excellent attention was given to students' personal development and to increasing their awareness of Emirati culture.
- The school's efforts to develop students' social consciences were highly successful.
- There was a very effective parents' focus group which acted as an efficient channel for parents' views, opinions and concerns, all of which were very quickly addressed.
- The school had established very good procedures which ensured all students were safe and secure.



### What does the school need to do next?

- Make sure that students at all stages acquire the appropriate learning skills to support their progress, raise their attainment and promote their independent learning.
- Improve teaching by:
  1. training teachers to use marking and feedback in ways that clearly explain what students need to do next
  2. developing the teachers' skills in Arabic so that students improve their attainment and progress through active learning and opportunities for independent writing
  3. raising the standard of in-class support for students with special educational needs and disabilities so that they make consistently good progress.
- Base development planning on robust information. Monitor implementation accurately and effectively to ensure a positive impact on students' performance. Remove inconsistencies in teaching which were evident during the inspection.



### How well did the school provide for students with special educational needs and disabilities?

- Students with SEND made good progress in the majority of key subjects.
- SEND provision was promoted as a whole school responsibility. Consistent procedures on entry had been developed by the counselling department. These procedures had added rigour to the programme and included the social and emotional milestones that students should reach. Tracking of students' progress was in place to support the review and development of their needs.
- Modification to the curriculum which supported students with SEND was inconsistent. It was very good in withdrawal lessons. The curriculum was not modified sufficiently by teachers and leaders to ensure that there was appropriate content in all subjects. Work matched to individual education plan (IEP) targets for students with SEND was not always evident in lessons.

## National Agenda Parameters



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 intent 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. This academic year, KHDA introduced 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.

### Main points:

- The school did not fully meet the registration requirements of the National Agenda Parameters. Progress towards the national agenda targets was above expectations.
- The school promoted awareness and understanding of the National Agenda and national agenda targets. Students and teachers had a very clear understanding of the National Agenda and of their part in the testing of it. Governors were also aware. Parents, however, had a more limited understanding and knowledge of the National Agenda.
- The curriculum was carefully aligned to the TIMSS test requirements for content and skills at all grade levels. There was some planning for students' progression in relevant subject skills and knowledge. Some training and peer support developed teachers' questioning skills and critical thinking in order to support students' learning. However, this support was not consistent.
- In English and science in both phases, teaching promoted the development of students' critical thinking, research, reflection and independent learning skills. In mathematics, although there were many opportunities for students to develop these skills, they were not always well planned or executed, meaning that some opportunities to develop skills were lost.
- Students had some opportunities to use technology to support their learning of research skills as aligned to the National Agenda requirements. This was evident in the 'intel tabs' pilot lessons which promoted a range of research and collaboration skills as students worked in groups on various real-life problems including fractions.

## Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.









### Promoting a culture of innovation:

- School leaders were beginning to identify ways in which the learning environment might be used to promote a culture of innovation. Understanding of innovation related specifically to developing new methods or ideas rather than building upon existing ideas to encourage innovative creativity. Collaborative teacher planning teams were introduced and coordinated by newly appointed subject coordinators/department heads to focus on teaching and learning. This had not yet impacted on innovation development. The school's initial attempts of innovation practice were seen through examples of student artwork displayed throughout the school, classroom e-learning initiatives, staff organised club activities, and student managed reading stations.

### Overall school performance

Good

### 1. Students' achievement

		KG	Primary
<b>Islamic education</b> 	Attainment	Not applicable	Good
	Progress	Not applicable	Good
<b>Arabic as a first language</b> 	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
<b>Arabic as an additional language</b> 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
<b>English</b> 	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
<b>Mathematics</b> 	Attainment	Outstanding	Very good ↓
	Progress	Outstanding	Very good ↓
<b>Science</b> 	Attainment	Good	Very good ↓
	Progress	Good	Very good ↓

	KG	Primary
<b>Learning skills</b>	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	Good

## 4. Curriculum

	KG	Primary
Curriculum design and implementation	Outstanding	Very good ↓
Curriculum adaptation	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	Very good ↓	Very good ↓

## 6. Leadership and management

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



## Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

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



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

### 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
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Good	Good

- Children came to the KG with few or no English language skills. KG1 children could listen to and follow instructions in English. They were extremely confident when speaking with adults and their classmates. They were developing their phonic and reading skills and could write their names and simple words. KG2 children had developed an extensive oral and written vocabulary. They had high-quality phonic skills. Many children could read short passages, while higher-achieving children could read short stories. Most children could write several sentences, often linked to the topic which they were studying. Attainment over the last three years had improved.
- Action songs, classroom routines and games-based learning reinforced mathematical knowledge and understanding. By KG2, most children could identify numbers and count to 20. A few could count to 30. Most were secure in their understanding of concepts involving comparative language. Children could add to ten and were beginning to interpret data and use simple graphs to display information. They did not have enough opportunities to apply their mathematical skills in real-life contexts.
- In science, KG1 children were gaining an understanding of the properties of fruit and could describe the features of common fruits. They were developing good basic scientific understanding and knowledge. At KG2, children had a firm understanding of pets, their young, their habitats and what pets need in order to survive. They had an extensive vocabulary linked to this topic and could write several sentences about their pets. Teachers over-directed children thus restricting their opportunities to explore and investigate. Children were developing a good understanding of the need to take care of the planet.

### Primary

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

- In Islamic education, the majority of students attained levels that were above curriculum standards. External assessments were not used for benchmarking in Islamic education. The majority could apply their learning to real-life situations and were confident in their knowledge of Seerah. Assessment information and work samples indicated that the majority of students in relation to their starting points reached higher levels of attainment than expected. The majority made notable gains in knowledge, skills and understanding as measured against the learning objectives in lessons. They effectively made links to prior knowledge. Their recitation and memorisation skills were improving. Not all groups of students, particularly those with special educational needs and low achievers, made sufficient progress.
- Most students in Arabic as an additional language attained levels of knowledge, understanding and skills that were in line with curriculum standards. No external assessment for benchmarking was conducted in Arabic. Students could understand basic classroom instructions. They were able to answer simple questions and read short written texts with familiar words. Their ability to participate in short conversations and their independent writing skills were limited. Most students reached expected levels of attainment in listening and reading, while progress in speaking and independent writing was slower. Not all groups made sufficient progress.
- In English, students' attainment, measured against national and international curriculum standards, was outstanding. Students demonstrated excellent understanding of a range of texts from different genres. Their writing was fluent and accurate. Students were confident when reading a wide range of literary texts such as demanding novels by Roald Dahl. They had developed excellent critical thinking skills in English through high quality team-working skills. They were keen to question their learning and to acquire new knowledge. Frequent opportunities to contribute to class discussion enabled most students to become eloquent speakers. Progress over time was very strong. Older students' creative writing demonstrated outstanding progress. Those with special educational needs made good progress. A small number did not receive the extra support they required.
- The large majority of students in mathematics attained high levels in relation to national and international benchmarking tests and curriculum standards. They made strong gains in their learning over time and attainment was very good. In the better lessons, students' critical thinking and research skills were being developed very well through the use of a variety of strategies. This was exemplified when students used tablet computers to support the development of their research skills to a high level. Internal and external assessments showed that students made strong progress. However, this was not consistent across the department. There was not a sharp enough focus on developing mathematical skills. Students with special educational needs made good progress.

- Attainment and progress in science was very good, as revealed by external tests, internal assessments and trends over time. The large majority of students performed above curriculum standards and made better than expected progress. However, in lessons and books the trend over time showed much variability in the development of scientific knowledge, learning skills and understanding. In the strongest lessons, students' needs were well met and they made swift progress. Where learning did not effectively support or challenge students, progress was limited. Students with special educational needs made good progress.

	KG	Primary
Learning skills	Good	Good

- In the KG, children took personal responsibility for their own learning across the curriculum. Students in the primary phase engaged very effectively with their teachers and with learning tasks in most cases. They often reflected thoughtfully on their progress. However, they were not always enabled to take full responsibility for their learning.
- Children communicated well with each other in the KG through active learning and play. Students worked collaboratively and purposefully in the primary phase. Interactions were most effective when students took account of the views of other group members. They generally recognised the benefits of working in groups but did not always manage to work in groups effectively.
- Students could make some connections between areas of learning, for example in their use of computer-aided drawing to reinforce their understanding of mathematics. In English, the acquisition of new vocabulary enabled them to talk about their own lives and activities outside school.
- The school had recently begun to develop students' enquiry, research and critical thinking skills through the Central Board of Secondary Education (CBSE) curriculum. Students' use of ICT for enquiry and research was limited. The school did not make full use of its ICT resources to enable individual students to develop these skills.

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

	KG	Primary
Personal development	Outstanding	Outstanding

- Students had outstanding attitudes to learning and life. They had developed a strong sense of responsibility. They possessed high levels of self-confidence and an openness to critical feedback.
- Students could manage their own behaviour, which was exemplary across both phases. They helped others and were extremely positive about their studies. They accepted additional responsibilities enthusiastically, thereby contributing to the smooth running of school life.
- Students in the KG and in the primary phase were extremely sensitive and considerate. They shared resources effectively to help each other. They had warm and friendly relationships.
- Healthy eating and sports activities were key features of daily life at the school. Students were fully involved in making the right food choices and monitoring one another's mealtime habits.

- Attendance and punctuality were outstanding. Students were regular attenders and understood the importance of being on time.

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

- Students had excellent understanding and appreciation of the impact of Islamic values on UAE society and were very keen to put these values into practice.
- Emirati culture and heritage were highly appreciated. Students participated in many activities related to the UAE. They had visited museums and the Heritage Village.
- Students proudly appreciated their own culture and celebrated it. They were knowledgeable about other cultures. They shared details about their visits to India and other countries through informative displays, role-plays and other activities.

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

- The school provided extensive opportunities for students to participate in projects that had a positive impact on the local community. Students worked voluntarily with the Rashid Centre for Children with Special Educational Needs. They also made donations of toys, money and clothes to help children of poor workers in Dubai.
- Students demonstrated an excellent work ethic and sense of integrity. They understood the importance of honesty. They believed that hard work and good behaviour led to success. Their enterprise and entrepreneurship were evident in fund-raising activities such as the Grade 4 garage sale which raised money to sponsor children in Nepal. Older students had initiated the student buddy programme.
- Students were very active in raising awareness of a range of environmental causes such as water and electricity conservation. They had grown vegetables in the kitchen garden, carried out beach cleaning and collected tin cans, bottle tops and paper for recycling. They recycled waste materials to create models and art work.

### 3. Teaching and assessment

	KG	Primary
Teaching for effective learning	Good	Good

- The large majority of teachers had secure subject knowledge and could use this to plan activities to help students. However, some unevenness in teachers' understanding of how students learn meant that teaching was not always sufficiently adapted to meet all students' needs.
- The majority of lessons were well planned and structured. Resources were used to good effect. Their use stimulated students' curiosity and promoted positive and active engagement. In lessons where the application of teaching strategies was less effective, opportunities to develop successful learning skills were limited.
- The majority of teaching included open-ended questions which developed students' ability to become active, engaged learners. In lessons where questioning was not as effective, teachers' abilities to elicit students' deeper understanding or clarify misconceptions to support further learning was limited.
- In the majority of lessons, there was a high expectation of participation. Although there was some differentiation, there were inconsistencies in the degree to which it met students' individual needs. Teachers' questions and prompts in the best teaching, along with written and practical activities, supported students' learning. The majority of lessons enabled students to collaborate and to take responsibility for their learning.
- Teaching activities in a range of subjects regularly promoted opportunities for students to develop the skills of critical thinking, problem-solving and independence. Some teachers did not have a secure understanding of how to embed these skills effectively. In some cases, students had developed the ability to assess their own work, and were enabled to take ownership of their learning and evaluate it.
- A minority of teachers of Arabic demonstrated insecure subject knowledge and used sentences with wrong structures. They were not ideal models for students in Arabic language. Most teachers showed weak understanding of how students learn. Most lessons were adequately planned. Time and resources were managed appropriately but differentiation was weak and expectations were too low. Teachers interacted with students through oral questioning to ensure they were active and engaged. However, most of their questions were closed and teachers accepted choral or first answers from any student. Teaching strategies and the limitation of differentiated activities did not meet students' different needs. Teachers' support was not sufficiently personalised. There was a lack of opportunities for developing students' critical thinking, problem-solving, innovation and independent learning skills.

	KG	Primary
Assessment	Good	Good

- Teachers planned on-going assessments which in most cases were worksheets or activities to complete. These were used to record progress and collated in the termly performance cards.
- The school benchmarked student performance effectively using standardised external tests. On-going assessment data provided insufficient information to teachers about students' strengths and weaknesses. In CBSEI classes, continuous assessment was conducted. There were ample opportunities for students to be involved in peer-assessment to evaluate their work and correct their mistakes. However, this good practice was not used effectively across all subjects.
- There was little use of data provided by final assessments to adjust classroom strategies. The monitoring of learning was not always rigorous enough. Marking of students' work was sometimes insufficient to inform future learning. As a result, in these cases, the teachers' capacities to determine starting points for different learners and provide work at appropriate levels was hindered.
- Some teachers were able to assess students' strengths and weaknesses and provide appropriate support. The system of self-assessment by students was not rigorous enough.

#### 4. Curriculum

	KG	Primary
Curriculum design and implementation	Outstanding	Very good ↓

- The school had a broad curriculum based on the English framework for early years in the KG and on the English National Curriculum in primary. The school had implemented the UAE social studies curriculum based on Ministry of Education guidelines. All aspects of child development had been built into the curriculum.
- In the KG classes, children had regular learning opportunities through play and well-designed games. In the primary years, the emphasis was on knowledge acquisition and understanding of concepts. Curriculum design across both phases was well structured for students to develop highly effective skills in English.
- Integration between subjects had been well designed. Opportunities were provided through the curriculum to encourage students to express their talents and support interests and aspirations. These were further developed through enhancement lessons, club activities and extra sessions conducted before and after school.
- There were clear curricular links between the UAE social studies and Indian curriculum. Good opportunities were provided to develop broad understanding of UAE's culture and society. Cross-curricular links were well planned in many aspects and were being embedded in the curriculum.
- Review was based on regular feedback from teachers about the learning needs of students and the challenges faced in lessons. This was not systematically embedded in all aspects of the curriculum.

	KG	Primary
<b>Curriculum adaptation</b>	Good	Good

- Curriculum modifications were based on feedback from teachers. The primary curriculum adopted an activity-based approach in mathematics and science. Critical thinking, questioning and research skills were incorporated into the curriculum. However, there were inconsistencies in classroom application.
- The curriculum offered interesting opportunities to develop creativity, aesthetic sense and social responsibility amongst students.
- Varied opportunities to extend students' understanding of the UAE's culture and society were provided throughout the school.
- The school provided one 35-minute session for the learning of Arabic in KG2 per week. This focused mainly on learning the shapes and sounds of letters.

#### 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 had established robust procedures for ensuring that all students were safe and secure. Teachers had been trained in child protection procedures. Very sound policies to counteract bullying and cyber-bullying were in place and had been very effective in protecting students from abuse.
- The school was very well supervised at all times. Extra staff were available to care for students who arrived early before school opening time. A simple procedure ensured that no child was left alone on a bus. The school grounds were extremely well monitored and all comings and goings were very carefully surveyed.
- Classrooms and public areas were very well maintained. The school kept medical and incident records carefully and had established a thorough programme of medical examinations and vaccinations. Minor cuts and bruises were dealt with every day in a hygienic, well equipped clinic.
- The premises benefited from a large lawn. There were sufficient shaded areas in the playgrounds. Some classrooms were very small, thus limiting the activities that teachers could pursue. Two were windowless. The school successfully promoted healthy living, healthy eating and exercise. The doctor carefully monitored the body mass index of students and ensured that they were aware of the dangers of obesity.

	KG	Primary
Care and support	Very good ↓	Very good ↓

- Staff and students enjoyed highly supportive and productive relationships. These relationships underpinned the on-going management of behaviour and care.
- The school had very effective systems to monitor attendance and punctuality. Absences were regularly checked, reasons recorded and parents contacted if school attendance was of concern.
- The school had successful systems for the identification of students with special educational needs. There were clear policies and processes for their admission, inclusion and specific requirements for learning support.
- Students with special educational needs received personalised and well targeted support for their emotional wellbeing. Support in withdrawal lessons in the learning centre and counselling department was very good. Although the level of academic and targeted support to meet students' needs was effective in withdrawal lessons in the learning centre, such support was not applied evenly across the school.
- Almost all students said that they felt confident about asking for help and advice. Older students and their parents received very good support in preparation for moving to their future schools.

### Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities	Good
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- The leader and team responsible for students with special educational needs and disabilities were experienced and almost all were qualified. Appropriate plans and policies had been developed and were being applied across the school. The school provided teachers with suitable professional development although they had not been sufficiently trained to ensure that the curriculum was appropriately modified in all lessons.
- Students with special needs were identified on entry to the school. Outside agencies were involved when required. Consistent procedures on entry had been developed by the counselling department and had added more rigour to the process. Entrance tests took into account the social and emotional development of students.
- There was regular contact with parents who received sufficient information about special educational needs provision in the school. In addition, parents were aware of the school's policy. They were involved in individual education planning to support their children.
- Students with specific or higher-order needs had individual provision in the learning support resource areas. Students with special educational needs were appropriately included in a large proportion of lessons with consistent expectations of progress, except in Islamic education and Arabic where provision was weaker. Some students took responsibility for their learning.
- Tracking of progress was being developed to accommodate the targets and academic milestones set in each student's IEP. Tracking and progress information was being used to show how well students with special educational needs were achieving. This use was not systematic across all areas of the school.

## 6. Leadership and management

### The effectiveness of leadership

Very good ↓

- The principal had a very clear ambition for the school which she had successfully transmitted to her senior colleagues. It was to ensure that every student had a well-developed sense of values and that team spirit and co-operation would be fostered. Through frequent discussion she had ensured that her vision permeated the life and work of the school. She and her colleagues were committed to the concept of inclusion.
- In their pursuit of the emotional and social development of the children and students, leaders had not paid enough attention to intellectual development. As a result, they had not been rigorous enough in the pursuit of excellence.
- Leaders were developing an analytical approach to identify what was happening in classrooms. However, they had not eliminated inconsistencies in teaching. Leadership and direction were not as productive as they could be because responsibility and accountability structures at departmental levels were not clear enough.
- The principal and her senior colleagues had exceptionally good relationships with students, parents and teachers. They had built up a very solid community characterised by trust and responsibility, teamwork and mutual respect.
- Leaders were willing to give of their best to the school. They had improved the school and were looking for fresh impetus to take the school forward. They were receptive to new ideas although clear whole school systems to help translate the best ideas into practice were not yet developed.
- The principal had been very successful in her efforts to maintain stability and in ensuring, in sometimes trying circumstances that the school continued to function effectively. Concentration on the major issues had occasionally led to details being overlooked and monitoring that was less than rigorous.

### School self-evaluation and improvement planning

Good

- Subject leaders used a range of information to assess the performance of their departments and to identify where improvements were required. They had used this information to bring about some improvements.
- Monitoring of teaching and learning was inconsistent. This impacted on senior leaders' awareness of where the strongest practice was in the school. At subject level department, heads had a strong awareness of where teachers were performing well.
- Action plans were not detailed or sufficiently well-focused. As result it was difficult for senior leaders to monitor the effect of the actions designed to improve the achievement of students.
- The school had an action plan designed to lead to improvements related to recommendations made in the previous report. The plan had not been fully effective.

Partnerships with parents and the community	Outstanding
<ul style="list-style-type: none"> <li>• Parents were highly supportive of all of the school's activities. The very effective parents' focus group acted as an efficient route for parents' views, opinions and concerns, all of which were very quickly addressed. The school greatly appreciated the extent and quality of parental involvement.</li> <li>• Parents spoke very highly of the school's communications with them. They felt fully involved in their children's learning. Almost all considered that the school kept them very well informed about their children's progress. They appreciated being told how they could assist their children's learning at home.</li> <li>• The school had developed a solid community involvement and imaginative community links. Students gave support to elderly members of the community, to residents of work camps and to the Red Crescent. They were environmentally aware and had been active in appropriate projects.</li> </ul>	

Governance	Outstanding
<ul style="list-style-type: none"> <li>• The governors had representation from parents, whose interests were also considered by the parents' forum group, reporting directly to the governing body. Governors sought parents' views and, as appropriate, acted upon them. Changes in bus routes had been made as a direct result of parental intervention.</li> <li>• Governors occasionally visited classes to acquaint themselves with good practice and had a regular presence in the school. They analysed examination results and sought accountability from the school, particularly in the personal and social development of the students.</li> <li>• The governors ensured that comprehensive training was provided to all teachers prior to their taking up their posts. Governors were very conscious of the need to provide high quality continuous professional development. They were also very aware of the need to raise expectations of overall academic performance. They had not noticed the shortfall in provision for some subjects.</li> <li>• Governors had not been sufficiently involved in ensuring that heads of department played an appropriately significant role in developing learning and teaching.</li> </ul>	




**Management, staffing, facilities and resources**

Good

- Carefully considered routines enabled the school to function smoothly on a day-to-day basis. The double shift system ensured that arrivals and departures operated with precision. Inconsistencies in timetabling had led to under-provision in some curricular areas.
- There was a considerable turnover in staff which made continuity of high quality provision difficult. As a result, the school had problems in ensuring consistent pedagogical approaches throughout the age phases. A few teachers did not have appropriate teaching qualifications.
- The school buildings were in very good condition and kept scrupulously clean. The very small size of some classrooms led to restrictions on the teaching activities that could be carried out there, for example group work by students.
- Resources were generally of appropriate quality. Some students in Grade 4 had been provided with electronic tablets to reinforce learning. The benefits had not been quantified. The library stock was dated and lacked the addition of more recently published titles.

## The views of the parents, teachers and 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	
<b>Parents*</b> 	2015-2016	460
	2014-2015	1707
<b>Teachers</b> 	231	
<b>Students</b> 	0	

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

- Parents who responded to the survey, about ten per cent, were almost all extremely pleased with all aspects of the work of the school. The large majority felt that their children were making good progress in Arabic as an additional language. Three quarters of parents claimed that they did not know about their children's progress in Islamic education. Almost all considered that their children were making good progress in English and mathematics, while most thought so with regard to science.
- Almost all parents who responded indicated that their children enjoyed school and were developing good self-awareness and awareness of other cultures. The majority did not know whether or not their children had acquired an appreciation of Islamic values in Dubai.
- Almost all said that their children were safe in school but they were not so happy about safety on the school buses. Some specific comments raised concerns about the use of seat belts and of buses starting off before all children were seated.
- Most parents considered that the school dealt effectively with bullying, with only a few expressing concerns.
- Almost all said that they were kept well informed about progress.
- Teachers were overwhelmingly supportive of all aspects of the life of the school.
- Students did not participate in the survey.

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)