DUBAI
Knowledge المعرفة

INSPECTION REPORT

2022-2023

THE INDIAN INTERNATIONAL SCHOOL (DSO BRANCH)

INDIAN CURRICULUM

GOOD

CONTENTS

SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Dubai Silicon Oasis
	Opening year of School	2011
	Website	https://iisdso.ihsdubai.org/
	Telephone	97143423909
	Principal	Rebecca Antony
	Principal - Date appointed	1/10/2018
	Language of Instruction	English
	Inspection Dates	17 to 20 October 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 15
	Grades or year groups	KG 1 to Grade 10
	Number of students on roll	2867
	Number of Emirati students	0
	Number of students of determination	165
	Largest nationality group of students	Indian

TEACHERS

	Number of teachers	199
	Largest nationality group of teachers	Indian
	Number of teaching assistants	32
	Teacher-student ratio	1:14
	Number of guidance counsellors	4
	Teacher turnover	12

CURRICULUM

	Educational Permit/ License	Indian
	Main Curriculum	Indian
	External Tests and Examinations	CBSE
	Accreditation	NA

School Journey for THE INDIAN INTERNATIONAL SCHOOL (DSO BRANCH)

Legend: Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2022-2023
Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good
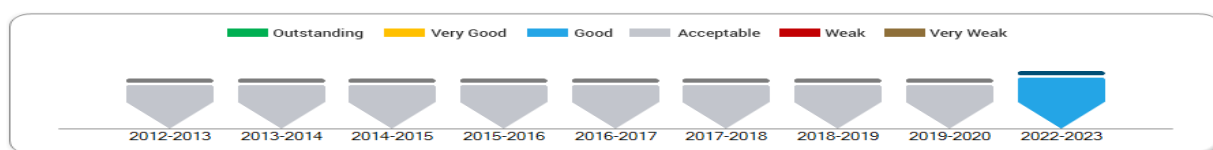
Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- In science, students' attainment in Secondary is a key strength. Progress in English, mathematics and science in all phases is good. In Islamic education, students are making steady improvements in Primary and Secondary. Apart from the primary phase, outcomes in Arabic are not consistently positive. The progress of students of determination is improving, especially when teachers plan lessons that meet their full potential.

- Students display very positive attitudes and enjoy coming to school. Their excellent behaviour contributes to a harmonious learning environment. Their understanding and appreciation of Islamic values and UAE culture are secure. They make productive links with the Islamic values of care and trust. Students in the upper phases are developing leadership skills. In Kindergarten (KG) and lower Primary, class councils comprise children, students, parents and teachers.

PROVISION FOR LEARNERS

- Across all phases, teachers have good subject knowledge and most have strong skills in teaching. Teachers are highly adept at using digital technologies while providing opportunities for students to develop their own critical thinking skills. Internal assessments allow teachers to gain a full picture of students' knowledge and skills. Processes for tracking assessment data are improving.

- The curriculum is regularly reviewed to ensure that it meets the academic and personal needs of all students. The recent practice of scientific learning is a strength. Digital technology is intricately woven into the fabric of the curriculum. A variety of activities provides ample opportunities for students to be innovative, while at the same time contributing positively to their wellbeing.

- A comprehensive child protection and safeguarding policy is in place. The school premises and resources are maintained to a high standard. All records are securely maintained in the medical clinic. There is an ethos of mutual respect and trust between students and teachers. The school has strengthened behaviour management through clearly defined policies and procedures.

LEADERSHIP AND MANAGEMENT

- Leaders promote an inclusive school ethos and nurture wellbeing. Monitoring and evaluation of teaching is leading to better outcomes in the primary and middle phases. Effective systems enable prompt communication between parents and teachers. The commitment of the board of governors has seen the overall performance of the school improve. Procedures in the school are effective and efficient. Members of staff are well qualified and experienced.

The Best Features of The School:

- The positive provision and successful outcomes in KG underpinned by the school's promotion of personalised education

- Very good attainment in science in the secondary phase

- The improving quality of teaching and learning in the primary and middle phases

- The rich, varied and interesting curriculum that allows students to build life-long digital technology skills and deepens their understanding of wellbeing

- The commitment and dedication of leaders, parents and governors

Key Recommendations:

- Ensure consistency in teaching and learning in Arabic.

- Ensure that assessment data in Islamic education, Arabic and mathematics are used more effectively to enable all students to reach their full potential.

Overall, School Performance

Good ⬆

1. Students' Achievement

		KG	Primary	Middle	Secondary
Islamic Education	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	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	Good	Acceptable	Acceptable ⬆
	Progress	Not applicable	Good	Acceptable	Acceptable ⬆
English	Attainment	Good	Good ⬆	Good ⬆	Good
	Progress	Good	Good ⬆	Good ⬆	Good
Mathematics	Attainment	Good	Acceptable	Good	Good
	Progress	Good	Good ⬆	Good	Good
Science	Attainment	Good	Good	Good	Very good ⬆
	Progress	Good	Good	Good	Very good ⬆

	KG	Primary	Middle	Secondary
Learning skills	Good	Good ⬆	Good ⬆	Good

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good ⬆	Good ⬆	Good

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

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

6. Leadership and management

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

For further information regarding the inspection process, please look at **UAE School Inspection Framework**

Focus Areas

National Agenda Parameter

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

The school meets the registration requirements for the National Agenda Parameter (NAP).

	Whole school	Emirati cohort
Progress in international assessment	meets expectations	Not applicable

- International assessment data show improvement in students' overall scores in PISA and PIRLS. The outcomes are better than those in TIMSS tests. In 2021 NAP, progress in mathematics, science and English was weak.

	Whole school
Leadership: data analysis and curricular adaptation	is above expectations

- The leadership team supports the vision of the National Agenda requirements. Their action plan clearly describes the intervention steps, as well as monitoring and measuring processes. Leaders use the assessment information to inform planning and teaching to improve students' attainment.

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

- Students' reading skills are improving. The effective development of learning skills is supported by the appropriate use of digital technologies and resources. The promotion of inquiry, research, investigation and critical thinking is strongest in science in the secondary phase.

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

For Development:

- Match students' results in internal and external assessments with their scores in cognitive abilities tests.

- Monitor the impact and alignment of reading literacy initiatives across all phases.

Wellbeing

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

- The school's vision of "creating proactive global citizens" embodies a wellbeing agenda. Leaders are aware of what they need to do to further extend and improve wellbeing promotion practices and provision. The governing board holds senior leaders accountable through targets that include data on student wellbeing and achievement. The school self-evaluation process involves a regular review of wellbeing data, including feedback from stakeholders. This informs appropriate prioritisation of wellbeing improvement actions. Daily operations of the school follow a systematic approach aimed at maximising students' personal, social and emotional wellbeing.

- Feedback from stakeholders is sought and welcomed. Governors listen to the concerns of teachers and parents. Teachers accurately identify students who have concerns and offer relevant advice and support. They plan a good range of activities for them. A room has been set aside to promote students' emotional health and to provide them with support during examinations. The school has a programme which addresses the wellbeing of members of staff and ensures high levels of staff wellbeing. The result is a positive learning environment for students.

- Lessons and activities promote students' learning and demonstration of personal, social and emotional skills. Further mapping and review of the wellbeing curriculum will provide further opportunities for continuity across subjects and phases. The "Thrive Programme" and "SCARF" initiative, delivered by counsellors, promote academic and social-emotional development. Students' behaviour is positive throughout the school. On occasions, limited space reduces students' wellbeing development opportunities. Members of staff successfully promote safe and healthy lifestyles, and students make informed decisions. Students report feeling safe, valued, and engaged in the life of the school.

UAE social studies and Moral Education

- UAE social studies is taught as a separate subject. Common topics linked to the Central Board of Secondary Education (CBSE) curriculum are identified and lessons are integrated accordingly. The effective use of resources and digital technology makes learning more meaningful.

- In lessons and in recent work, a majority of students attain levels which are above curriculum standards. Students make best use of the opportunities given to present information in the form of models, projects and display boards.

- In moral education, the school complies with the Ministry of Education (MoE) four pillars of content, in a separate subject approach across the phases. Use of digital resources and thematic assemblies enhances learning.

- Learners interact to make connections to different walks of life. Case studies and simulations are an integral part of the learning process. Students make best use of the opportunities given to present information, discuss and debate relevant issues.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Across the phases, students' attainment remains in line with what was previously reported. Students in the primary and secondary phases make good progress in lessons and in their recent work. Improved progress in Secondary is underpinned by better teaching at that phase.

- Most students across the school are developing better knowledge and understanding of the Holy Qur'an and Hadith. In Primary, students' knowledge of Islamic etiquette is well-developed. Students in Primary demonstrate knowledge in the Islamic faith that is above curriculum expectations.

- Students' understanding of the Holy Qur'an is improving. Recitation and application of Tajweed rules are well developed. Students are beginning to provide evidence from divine revelations in their responses and discussions.

For Development:
- Ensure that all lessons are planned to include various Islamic concepts at levels appropriate to students' age.

- Encourage students to support their own views with relevant evidence from the Holy Qur'an and Hadith.

Arabic as an Additional Language

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

- Students in the primary phase make better progress in language skills. Consequently, their attainment is above expectations. Students in the middle and secondary phases make steady progress in lessons and in their recent work. Progress from individual starting points is improving. Attainment in Secondary is now in line with expectations.

- In Primary, students' reading comprehension and oral responses to familiar texts are a strength. Listening skills are improving in all phases. However, students' speaking skills when discussing everyday situations are limited. While students' writing of short texts is improving, creative writing skills remain underdeveloped.

- The adaptations to the curriculum in Primary are having a positive impact on students' reading skills and their acquisition of new language. However, the application of the new language to everyday topics is not well enough developed.

For Development:
- Provide more opportunities for students to apply their language skills to everyday life situations that are relevant and meaningful.

- Ensure that students have opportunities to extend their independent writing in all phases.

English

	KG	Primary	Middle	Secondary
Attainment	Good	Good ⬆	Good ⬆	Good
Progress	Good	Good ⬆	Good ⬆	Good

- Students are actively engaged in their learning. They make good progress in the majority of lessons. They regularly collaborate and learn together, thus enhancing their learning experiences. Students' time spent in the library is not well enough planned to develop literacy skills.

- A majority of students make steady progress in developing their knowledge of English. In KG, children are encouraged to speak in lessons and to develop their communication and listening skills. The school's focus on reading supports comprehension skills, particularly in the upper primary and middle phases.

- Interactive digital panels and a wide range of digital resources are highly effective in supporting students' learning. Students respond positively when digital technologies are used effectively and creatively.

For Development:

- Ensure that students have enough time to reflect on their learning in lessons.
- Review the role that the school library plays in the development of reading skills.

Mathematics

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

- Attainment and progress are consistent, apart from the primary phase where there is an improvement in progress. In the majority of lessons, students demonstrate the ability to make links to prior knowledge. They are confident in applying their skills to real-life contexts.

- Across the phases, number work and geometry are stronger than other areas of mathematics. Students perform well in solving word problems. Some students in Primary are not adept at communicating their mathematical thinking skills.

- The provision of practical activities in KG and the use of differentiated worksheets in the middle phase have impacted positively students' achievements. Students in Primary do not have sufficient opportunities to lead their own learning in class or to conduct mathematical investigations.

For Development:

- Ensure that the level of challenge, especially in Primary, is more closely aligned with appropriate curriculum standards and expectations.

Science

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

- Attainment and progress are consistent and above curriculum expectations across the school. Practical inquiry-based activities continue in all phases. Enhanced scope for critical thinking and reasoning has resulted in improved attainment and progress in the secondary phase.

- A problem-based learning approach is followed throughout. Children in KG think critically and learn through a scientific approach. In the other phases, students consistently make predictions, analyse findings confidently, communicate ideas and draw conclusions. Practical activities and laboratory experiments enable students to develop their scientific knowledge.

- The move towards digital technology and integrated project work has helped learners to develop self-reliance and to acquire a good understanding of science concepts. The practice of connecting all scientific learning to sustainable development goals is evident across all phases.

For Development:

- Ensure that students handle science equipment with precision and care.
- Encourage students to build on previous knowledge before they access digital support.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Good	Good ⬆	Good ⬆	Good

- Learning routines which allow students to be engaged and productive in collaborative and independent learning activities are embedded in lessons. However, opportunities for independent learning occur less frequently in Arabic lessons.

- Students are keen to learn. They are generally focused on their learning tasks. In many lessons, students engage in self-assessment activities which help them to identify their learning strengths and areas for improvement.

- Students are highly skilled in the use of digital technologies which allow them to organise their learning while developing their critical thinking and independent learning skills.

For Development:

- Ensure that time is allocated in lessons for students to reflect on their own learning.
- Ensure that the development of independent learning skills becomes a key focus in Arabic.

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

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

- Most students demonstrate excellent attitudes and enjoy coming to school. Their excellent behaviour contributes towards a harmonious learning environment. They are self-disciplined and respectful towards adults and other students. However, a few students show a lack of self-control when leaving the school building.
- Students' relationships with one another and with teachers are very strong and built on mutual trust and respect. Older students provide excellent role models for the younger ones. Students are usually on time for school. Overall attendance is better in Middle and Secondary than in Primary.
- The development of leadership and an understanding of healthy lifestyles are strong features in most grades. Many students participate enthusiastically in physical activities and sports competitions.

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

- Children and students show appropriate awareness and respect for Emirati culture and heritage. Their knowledge, understanding and appreciation of Islamic values are stronger in the middle and secondary phases. Students link care, trust and generosity to Islamic values.
- Students' understanding of their own cultures is excellent in all phases. In the secondary phase, they show stronger awareness of current issues related to the UAE. Islamic values and UAE culture are not sufficiently promoted in displays around the school.
- Students often initiate and organise cultural celebrations. In KG, participation in monthly world culture programmes is improving children's awareness of other cultures.

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

- Students in all phases are active and responsible members of the school and wider community. They frequently volunteer to initiate and lead activities that contribute to sustainability and conservation in the local and wider environment.
- Students have a positive work ethic. They care for their school and work to improve it. Some have created a kitchen garden. They show empathy towards one another and celebrate mutual success. They present their work with confidence during assemblies.
- Students consistently develop their leadership skills. In KG and lower Primary, class councils comprise children, students, parents and teachers. Older students are part of the school council. They understand their responsibilities to conserve the environment.

For Development:

- Ensure appropriate levels of attendance in all phases.

3. Teaching and assessment

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

- In all phases, teachers have good subject knowledge. Most have strong teaching abilities. In most lessons, the quality of teaching enables students to be engaged and effective learners. The quality of teaching is improving in Primary and Middle.

- Teachers use a shared template to plan activity-based lessons which are often personalised using information about the students. Most teachers effectively use a good range of questioning strategies which help to develop students' critical thinking skills.

- Teachers are skilled in the use of appropriate digital technologies, platforms and resources to support teaching and learning. In the middle and secondary phases, they provide students with opportunities to take more responsibility for their own learning. They encourage students to become independent, creative learners.

	KG	Primary	Middle	Secondary
Assessment	Good	Acceptable	Good ⬆	Good ⬆

- Internal assessments allow teachers to gain a full picture of students' knowledge and skills. The effective tracking of assessment data enables leaders and teachers to monitor the progress and attainment of groups of students.

- The improving learning skills of students are a positive feature of the school. However, the assessment of students' successes in key skills is underdeveloped in Islamic education, Arabic and mathematics.

- The use of assessment information to plan challenging lessons is generally consistent across the school. Some teachers in the primary phase do not sufficiently target the individual learning needs of all groups of students, especially those of higher ability.

For Development:

- Use assessment information more skilfully to allow all students to develop a wider and deeper understanding, especially in the primary phase.

- Ensure that lesson plans provide challenge for students of all abilities to meet their full potential.

4. Curriculum

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

- The National Council for Educational Research and Training (NCERT) curriculum is adopted across phases, while the curriculum in KG draws from the Early Years Foundation Stage (EYFS) for England. The Arabic curriculum is compliant with MoE guidelines. The curriculum is enriched with a range of curricular choices and enhancement activities and projects.

- The curriculum is reviewed to identify and address gaps in students' experiences and to meet their academic and personal needs. Cross-curricular links are carefully planned into lessons. They help students to transfer learning between subjects.

- The development of scientific learning is a strength of the curriculum and has a positive impact on students' ability to think critically. Digital technology is meaningfully woven into the fabric of the curriculum.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good ⬆	Good ⬆	Good

- The curriculum is modified to include the content and skills necessary for improving students' performance in international examinations. Students across all phases are aware of sustainable development goals and can link their lessons to them.

- A variety of extra-curricular activities offers ample opportunities to extend students' experiences and contribute to their health and wellbeing. Student councils, enrichment and social contribution programmes develop students' social responsibility and appreciation for the culture and heritage of the UAE.

- The curriculum is adapted for ability groups, and lessons are designed accordingly. With the guidance of experts, appropriate provision is made to support students of determination. Digital innovation and entrepreneurship are evident in all phases.

- Arabic is introduced informally in KG. Children learn basic vocabulary and begin to recognise words.

For Development:

- Ensure that curriculum adaptation in all subjects enables students to reach their potential and make better progress overall.

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

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

- A comprehensive child protection and safeguarding policy is in place. All members of staff receive training and know the procedures to follow in the event of an incident. Students are protected from bullying, including cyber-bullying, by the wellbeing culture in the school.

- Thorough systems are in place to ensure a clean, safe and secure environment. Safety checks and risk assessments of outings are carried out frequently. The transport system is managed effectively. The school currently meets all regulatory requirements.

- The school premises and resources are maintained to a high standard. Health records are securely maintained in the clinic. The school promotes safe and healthy living through health awareness initiatives. Healthy food options are available in the canteen. There are insufficient shaded areas on the school grounds.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- There is an ethos of mutual respect and trust between students and teachers. The school has strengthened behaviour management through clearly defined procedures and policies. The school's policies and systems for managing attendance and punctuality are not effective in all phases.

- A tracking system and data analysis support the early identification of students of determination. Individualised planning and review ensure that the needs of groups of students are met in many classes, more successfully in KG and lower Primary.

- The wellbeing and personal development of students are at the heart of the school. Students feel supported in their academic studies. Older students have access to advice and information about careers and higher education. Procedures for managing transitions across phases are developing.

For Development:

- Ensure the consistency of differentiation, challenge and support for all groups of students.
- Provide shaded areas in outside spaces.

Inclusion of students of determination

Provision and outcomes for students of determination	Good ⬆

- An ethos of inclusive education pervades the school. The quality of provision for students of determination has improved. More defined systems of review, planning and evaluation have enabled the school to provide a development plan in line with school priorities.

- The school uses a range of assessments to identify students of determination. It complies with the requirements of the MoE, and there are clear criteria for identification. The number of students identified with high levels of need has increased. As a result, the school has adapted the curriculum to provide alternative pathways.

- The school acknowledges the importance of parental support in their children's learning. Communication, training, guidance and support for parents are personalised according to the children's needs. Parents are encouraged to become actively involved in their children's learning.

- More accurate monitoring and analysis of data have enabled teachers to make better modifications to teaching. Learning support assistants support the active engagement of students of determination in many classes and help them in lowering the barriers to their learning.

- Teachers effectively promote the skills of confidence and resilience. They use a variety of teaching strategies and targeted activities to meet students' learning needs. The school analyses assessment data to set individual targets, ensuring that many students of determination make good progress over time.

For Development:

- Ensure that students receive access to learning opportunities and learning provision in all classes.

- Implement appropriate interventions, alternative pathways and modified learning for students of higher ability.

6. Leadership and management

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

- Leaders, including the highly dedicated principal, effectively promote an inclusive school ethos and carefully nurture a wellbeing environment. Senior leaders' influence on decision-making prioritises school improvement. This commitment by senior leaders, ably supported by middle leaders, is resulting in more consistent teaching and learning outcomes. Morale is positive. The leadership team demonstrates professional relationships and mutual respect. All staff members support the school's values and mission of raising standards and levels of students' attainment to meet their full potential.

- Self-evaluation arrangements are comprehensive. Key priorities are reflected in the school improvement plan. The school has made progress in addressing the recommendation concerning teaching made in the previous inspection report. Consistent monitoring and evaluation of teaching is now more rigorous and is leading to better quality outcomes in the primary and middle phases. In addition, information from lesson observations is used to determine the effectiveness of teaching plans and strategies.

- Parents report that there are regular opportunities for them to be actively involved in the school. They have a common understanding with leaders and members of staff about their children's learning experiences. Effective systems facilitate prompt communication between parents and teachers and help to resolve any issues quickly. Charitable organisations work closely with parents, members of staff and students in providing activities to support good causes and to address the needs of the local and wider communities.

- The governing board's philanthropic members operate the school on a not-for-profit basis. The chief executive officer reports to a management committee, headed by the chairman and comprising representatives from all stakeholders. Feedback from students, parents and staff is gathered to ensure that carefully considered strategic decisions are made in the quest for improvement. The school's priorities are identified and addressed through appropriate improvement planning. The commitment of the board has seen the overall performance of the school improve.

- The school's procedures are effective and efficient. Members of staff are qualified and experienced. While timetabling and deployment of staff are well managed, the timely and smooth transition of students from class to class is less successful. The installation of smart interactive learning panels in all classrooms is increasing students' capacity to be innovative and critical thinkers. Members of staff are well supported through focused professional training which is identified primarily from classroom appraisals.

For Development:

- Ensure that the movement of students between classes is better organised and that all lessons start on time.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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