



المعرفة  
Knowledge



## SABARI INDIAN SCHOOL L.L.C

### INDIAN CURRICULUM

GOOD

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA  
PARAMETER





























VERY GOOD

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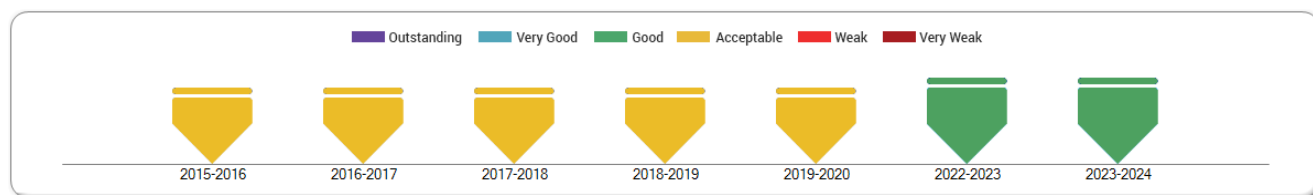
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## SCHOOL INFORMATION

 <b>GENERAL INFORMATION</b>	 Location	Al Wuheida
	 Opening year of school	2013
	 Website	www.sisdubai.com
	 Telephone	97142505806
	 Principal	Clara Martin
	 Principal - date appointed	4/25/2023
	 Language of instruction	English
	 Inspection dates	02 to 06 October 2023
 <b>STUDENTS</b>	 Gender of students	Boys and girls
	 Age range	4-16
	 Grades or year groups	KG 1-Grade 10
	 Number of students on roll	724
	 Number of Emirati students	0
	 Number of students of determination	47
	 Largest nationality group of students	Indian
 <b>TEACHERS</b>	 Number of teachers	54
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	16
	 Number of guidance counsellors	1
 <b>CURRICULUM</b>	 curriculum	Indian
	 External Curriculum Examinations	CBSE
	 Accreditation	Indian national curriculum

## School Journey for SABARI INDIAN SCHOOL L.L.C



## SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- Students exceed the expected standards of international benchmark tests. In English, the outcomes are outstanding when measured against the National Agenda (NAP) targets. Outcomes in mathematics and science are very good. Students' attainment and progress in Arabic remain acceptable. There is now better progress in Islamic Education. Internal assessments show that a large majority of students achieve good standards in English-medium subjects. Secondary students' attainment is above curriculum standards.
- Students have positive attitudes. Relationships are harmonious. The student council takes responsibility for organising regular competitions and events. Almost all students are involved in assemblies. Their behaviour in classrooms and at break times is generally good. In all phases students are sensitive to the needs of others. They show respect for their teachers. Most eat healthy foods. They are committed to sustaining the environment

### Provision For learners

- Teachers plan lesson activities carefully to meet the needs of students of different abilities. Most use questions to make students think carefully, although some students are insufficiently challenged. Teachers assess academic outcomes effectively against external, national and international benchmarks. They have a clear picture of students' strengths and weaknesses. Subject-specific skills and learning skills are effectively addressed. Teachers increasingly focus on developing students' competencies.
- The curriculum is in line with the Indian national standards. The New Education Plan curriculum incorporates Grades 1 and 2 into Phase 1. This arrangement underpins plans for improved continuity and progression from Kindergarten (KG). Curriculum choices are not extensive. Students of determination in Grade 10 are provided with an alternative curriculum pathway. Islamic Education and Arabic are well aligned to the Ministry of Education (MoE) curriculum.
- Effective policies and procedures ensure child protection and the safety of students. The facilities manager carries out risk assessment procedures and daily checks. The school has very effective systems for safeguarding. Positive relationships lead to very high attendance. Procedures for managing students' behaviour are successful. Appropriate systems identify students of determination and those with gifts and talents.

### Leadership and management

- The school is well led and managed. Carefully devised routines ensure that students make smooth transitions between lessons. The principal has a strong vision for the school. She understands how to improve and change teaching methods. Senior leaders form a cohesive team. They demonstrate high levels of competency. Governors provide support in bringing about improvements. The facilities and resources are well maintained. Some classrooms are small and crowded.

### Highlights of the school:

- The strong vision and leadership of the principal and senior leaders and the very effective daily management of the school.
- Some very good provision and outcomes in the secondary phase.
- Increased opportunities for students of determination to access alternative curriculum pathways.
- Highly successful outcomes in international tests.

### Key recommendations:







- Ensure that the planning and teaching of Arabic are appropriately adapted to address the needs of all students.
- Improve provision in KG.
- Improve teaching and learning across the school.
- Increase resources and improve their quality.



## OVERALL SCHOOL PERFORMANCE

**Good**

### 01 Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Acceptable
	<b>Progress</b>	Not applicable	Good	Good	Good
 Arabic as a First Language	<b>Attainment</b>	Not applicable	Not applicable	Not applicable	Not applicable
	<b>Progress</b>	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Acceptable
	<b>Progress</b>	Not applicable	Acceptable	Acceptable	Acceptable
 English	<b>Attainment</b>	Acceptable	Good	Good	Very good ↑
	<b>Progress</b>	Good	Good	Good	Very good ↑
 Mathematics	<b>Attainment</b>	Good ↑	Good	Good	Good ↑
	<b>Progress</b>	Good	Good	Good	Good
 Science	<b>Attainment</b>	Good	Good	Good	Good
	<b>Progress</b>	Good	Good	Good	Very good ↑

	KG	Primary	Middle	Secondary
Learning skills	Good	Good	Good	Very good ↑



## 02 Students' personal and social development, and their innovation skills

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

## 03 Teaching and assessment

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

## 04 Curriculum

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

## 05 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

## 06 Leadership and management

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

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

## Focus Areas

### National Agenda Parameter

#### International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



<b>A. Registration Requirements</b>	<b>Met fully</b>
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	Whole school	Emirati cohort
<b>B. International and Benchmark Achievement</b>	<b>Outstanding</b>	<b>Not applicable</b>

- The school has significantly exceeded its targets for 2021 in the Progress in International Reading Literacy Study (PIRLS) by 52 points. Students' achievements in mathematics and science were judged outstanding in benchmark assessments over two years. Their attainment in mathematics and science was stronger than in English.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Very good</b>
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- All leaders understand very well the purpose and importance of the Programme for International Student Assessment (PISA) and the international benchmark levels in the Trends in International Mathematics and Science Study (TIMSS) and PIRLS. Leaders have successfully identified gaps revealed by the benchmark assessment reports, including students' reading skills. They have modified the curriculum appropriately to ensure that the gaps are addressed. Their International Assessment and National Agenda Action Plan describes very clearly and succinctly the next steps for improvement and how the actions will be evaluated.

	Whole school	Emirati cohort
<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Very good</b>	<b>Not applicable</b>

- The school's most recent reading literacy skills assessment shows that a majority of students' reading scores are very good. All teachers of English, mathematics and science effectively use the data and reports from benchmark assessments to inform their teaching practices. Interventions for students who require support are monitored to ensure that they are improving students' reading literacy skills.

**Overall, the school's standards in the National Agenda Parameter are very good.**

#### For Development:

- Ensure that all students' reading literacy skills continue to improve.
- Ensure that all new staff members are aware of the importance of the National Agenda priorities.



## Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

### **Overall, the quality of wellbeing provision and outcome is at a good level**

- Effective commitment to wellbeing permeates every aspect of school life. The principal promotes wellbeing systematically across all phases. The newly-appointed leader of wellbeing consistently embeds wellbeing principles by fostering positive relationships. This promotion encourages growth and creates a positive environment. A qualified and experienced senior leader leads wellbeing development with a capable team. They consistently produce good provision and outcomes.
- Recently introduced routines strategically embed wellbeing in an informal way and remind everyone of its significance. Students' opinions inform wellbeing provision. In the safe environment of classrooms, students speak about their own wellbeing and discuss how they can improve. Students in Grade 10 discuss mental health issues and famous people who have experienced them.
- Focused programmes allow some students to manage wellbeing risks and to overcome common barriers. Teachers' classroom management is consistently good. They are caring. They promote much open discussion on the curriculum and on more personal topics. The nurturing atmosphere in lessons results in a positive classroom ethos. Wellbeing is the basis of the learning environment. Students have a strong sense of belonging and of loyalty.

### **For Development:**

- Systematically gather and analyse wellbeing data.

## UAE social studies and Moral Education

- The school teaches the Moral Social and Cultural (MSC) curriculum, using the most recent textbooks. All students from Grades 1 to 10 have one period of 60 minutes per week, in which each of the three strands of the subject is taught consecutively. These strands are mapped to other areas of the curriculum so that cross-curricular learning is effective.
- In addition to lessons, students experience wide exposure to UAE social and moral values through special assemblies, linked to the MSC term planner. Curriculum enhancements are provided through the celebration of cultural events. Students have a range of learning opportunities in MSC lessons. Teachers record their progress systematically. Students have opportunities to consolidate their learning through weekly assignments.

## Arabic in Early Years

- Children learn Arabic in both KG 1 and KG 2. The teacher uses an adapted curriculum to ensure that the language learning is appropriate to the children's ages. The classroom environment is positive. However, resources are underdeveloped and classrooms are not large enough for the children to learn through play. Children have basic literacy skills, such as letter to sound recognition. They are learning to form Arabic letters, but they sometimes make directional mistakes. Assistants support children of determination. The teacher plans differentiated tasks and ensures that all children participate. Most communication during lessons is in English, so children find difficulty speaking in Arabic.



# Main Inspection Report

## 01 STUDENTS' ACHIEVEMENT

### ISLAMIC EDUCATION

	KG	Primary	Middle	Secondary
<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Good	Good	Good

- Most students can memorise assigned holy verses and explain the general meaning of each Surah. However, in the primary phase, students' understanding of the life of the Prophet (PBUH) is limited. They know about Islamic etiquette and values, and can link that knowledge to their daily habits.
- A majority of students make better than expected progress in their understanding of Holy Qur'anic stories and the Noble Hadith. Students in the middle phase develop sound understanding of the acts of worship in Islam. They can identify the benefits of fasting and the impact of Ramadan on individuals and society.
- In the secondary phase, students are making slight improvements in their recitation skills. Their application of Tajweed rules when reciting the Holy Qur'an is not well developed.

#### For Development:

- Ensure that students in all phases apply the Tajweed rules when reciting the Holy Qur'an.
- Expand students' knowledge of the life of the Prophet.

## ARABIC AS AN ADDITIONAL LANGUAGE

	KG	Primary	Middle	Secondary
<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Acceptable	Acceptable	Acceptable

- There are no significant differences between phases in students' attainment or progress. Most students demonstrate adequate comprehension skills. They listen, read and respond to questions on the content of texts. However, they are less fluent when talking in groups, when engaged in dialogue and during open discussions.
- Throughout the school, students have made some progress in reading. Writing is an area for development. In the primary phase, students write simple sentences, but with frequent grammatical errors. In the middle phase, students write short paragraphs about familiar topics. They have limited vocabularies and make little use of pronouns or synonyms.
- Secondary students are more confident when reading to find out specific information. They write longer paragraphs, but their written work is often marred by mistakes in sentence construction.

### For Development:

- Improve the range of students' vocabularies.
- Develop greater fluency in reading and speaking.
- Ensure that students improve the accuracy of their writing.

## ENGLISH

	KG	Primary	Middle	Secondary
<b>Attainment</b>	Acceptable	Good	Good	Very good ↑
<b>Progress</b>	Good	Good	Good	Very good ↑

- Students' achievements across the school are mostly high. Benchmark test results indicate that a large majority of students in the secondary phase attain very high standards in reading comprehension and in writing.
- Students' oral skills are well developed. They communicate confidently and express their ideas with conviction. In the primary and middle phases, students read with interest and explore themes and characters in some depth. Students in Grades 9 and 10 make meaningful connections between different literary pieces.
- In KG, children copy letters and know the sounds that they make. They usually understand the meanings of basic written words. Guided writing is well established in the primary and middle phases. A majority of students need support to write extended pieces. In the secondary phase, students' creative writing skills are well developed.

### For Development:

- In KG, develop children's abilities to read and understand meaningful words and simple sentences.
- In the primary and middle phases, improve students' extended writing skills through the use of appropriate vocabulary and expression.

## MATHEMATICS

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

- Internal and external assessment data indicate that students' achievements have improved and are ahead of the school's internal evaluations in all phases. Students have maintained strong progress in all phases.
- In the primary and middle phases, the focus is on improving students' number sense and estimation skills. Mathematical thinking, problem-solving and working with variable values in algebra are well developed in the secondary phase. The exploration of mathematical problems through focused questioning is partly established in the KG and primary phases.
- The development of children's investigative skills, in KG and the lower primary grades, to establish concepts is underway. In the secondary phase, students concentrate on preparing for the CBSE Class 10 examinations. Recent internal assessments suggest that interventions have improved students' outcomes.

### For Development:

- Develop students' understanding of the different approaches to problem-solving, especially in KG and the primary phases.
- Embed structures for mathematical investigations in KG and the primary phase.

## SCIENCE

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

- A large majority of students attain levels that are above curriculum standards in all phases. Children have opportunities to explore and investigate.
- Across all phases, students are developing their scientific inquiry and experimenting skills successfully. Almost all use digital technology well for investigations and research. For example, in Grade 9, students can photograph onion cells through a microscope.
- Most students' critical thinking skills and scientific vocabularies are improving. They can apply these well to solve scientific problems. In Grade 7, students can explain how convex and concave mirrors reflect light. In all phases, students' analytical skills are not well developed.

### For Development:

- Ensure that students' inquiries and practical investigations increase their independence and scientific analytical skills.

## LEARNING SKILLS

	KG	Primary	Middle	Secondary
Learning skills	Good	Good	Good	Very good ↑

- Students in all phases have ample opportunities to collaborate effectively in groups. Secondary students' learning skills have improved significantly. They are actively involved when learning and can concentrate for long periods of time.
- In general, students' learning skills are strong across the different English-medium subjects. Students' engagement, collaboration, communication and critical thinking skills reach a high standard, especially in the upper phases. Connections to everyday situations improve students' motivation. In Arabic-medium subjects, the use of technology is not yet fully established.
- The school has worked effectively to increase students' opportunities to think critically, to solve problems and to construct their own extended projects. This development is yet to be embedded in the lower phases.

### For Development:

- Increase the opportunities for students in the lower phases to take greater responsibility for learning and to think critically.
- Expand the use of technology in Arabic-medium subjects.



## 02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary	Middle	Secondary
<b>Personal development</b>	Good	Very good	Very good	Very good

- Students have positive attitudes and are responsive towards others. They are involved in a wide range of activities. The student council takes responsibility for organising regular competitions and events.
- Students are well behaved. Bullying is rare. Students are sensitive to others' needs. They are consistently respectful. The atmosphere is harmonious. Relationships between students, with their teachers and throughout the school, are positive. In KG, children can occasionally be unruly.
- Students are keen to adopt safe and healthy lifestyles. They usually make healthy food choices and exercise regularly. The overall rate of attendance is 98 per cent. Students are punctual for lessons throughout the school day.

	KG	Primary	Middle	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good	Good

- Students demonstrate clear appreciation and understanding of Islamic values and of Emirati society and culture. They participate in charitable activities in cooperation with the Red Crescent, donating food and clothes. They celebrate the birthday of the Prophet (PBUH) and participate in Holy Qur'anic competitions.
- Students participate in a range of Emirati cultural activities to celebrate national events. They go on educational trips to places of interest, such as the Al-'Fahidi Heritage Museum, Dubai Global Village and Dubai EXPO 2020.
- Students are knowledgeable about their own cultures. They celebrate a range of events to spread awareness about Emirati culture. However, their knowledge of other world cultures is less extensive.

	KG	Primary	Middle	Secondary
<b>Social responsibility and innovation skills</b>	Good	Good	Good	Very good

- Students engage in a wide range of projects, including volunteering and organising charitable donations. A majority of students take on leadership roles within their classes, but less so in KG.
- In the middle and secondary phases, students develop entrepreneurial skills through extra-curricular activities and clubs. Students' innovation skills are not yet fully developed. Students' initiatives are linked with wider community responsibilities. They run a variety of fund raising events for charities, for example, after the recent earthquake in Turkey.
- Various recycling initiatives exist throughout the school. Students in the secondary phase reduce waste by collecting plastic bottles at home. They help to sustain the environment through tending plants in their classrooms. They take care of the school grounds and ensure that the number of plants increases each year.

### For Development:

- Ensure that children in KG are engaged in a range of stimulating activities to help them to modify unruly behaviour.
- Broaden students' awareness of other world cultures.
- Establish initiatives that allow younger children to be more involved in volunteering and social enterprises.

### 03 TEACHING AND ASSESSMENT

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

- Teachers in all phases have strong subject knowledge and a shared awareness of how to teach well. In the secondary phase, subject experts deliver a very high standard of teaching across all English- medium subjects. Teachers' understanding of child-centred learning is less developed in KG.
- Teachers use a wide range of strategies to meet the needs of most students, through differentiated work assignments. Their questioning is generally effective at promoting thinking. In the primary and lower middle grades, the higher ability students may be insufficiently challenged. There are too few opportunities for them to seek alternative solutions or to draw conclusions.
- Leaders have attempted to improve active learning strategies and investigations in KG and lower primary grades. Lesson planning procedures have been revised and are now consistent and effective. Different activities are planned for students in most lessons, although a few are delivered ineffectively.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Good	Good

- The school's internal assessment processes are well organised. Teachers compare students' academic outcomes against external, national and international benchmarks. However, their analyses of external assessment data do not yet enable rapid improvement by all students.
- The analysis of internal assessment data to check students' progress is carried out effectively. As a result, teachers have a clear understanding of their students' strengths and weaknesses. Leaders and teachers use assessment information successfully to plan lessons and to modify the curriculum.
- Teachers' support for students is strong because they know their students' achievements very well. Students regularly assess their own learning. Feedback is often consistent and sufficiently detailed. It usually explains what students need to do to improve.

#### For Development:

- Ensure that teachers' questioning is more challenging, particularly for students with gifts and talents.
- Ensure that teachers organise differentiated learning activities more effectively.
- Give all students informative written feedback that describes the next steps to better progress.

## 04 CURRICULUM

	KG	Primary	Middle	Secondary
<b>Curriculum design and implementation</b>	Good	Good	Good	Good

- The curriculum is aligned to the Indian national standards and has a clear rationale. Leaders have introduced the New Education Plan curriculum, incorporating Grades 1 and 2 into Phase 1. This underpins plans for improved continuity and progression of the curriculum from KG to Grade 2.
- Curricular choices are not extensive. A small number students of determination in Grade 10 have alternative curriculum pathways which have improved their literacy, numeracy and life skills.
- Regular curriculum reviews result in activities that enhance students' learning. Arabic is closely aligned to the MoE curriculum standards. The curriculum provides links between different areas of learning in most subjects. In MSC, the three strands are mapped to other domains of the curriculum so that cross-curricular learning is effective.

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

- Curriculum adaptation is particularly effective in the secondary phase. External progress tests and measures to track students' reading progress have enriched the curriculum in the primary and middle phases. In KG, curriculum adaptations have yet to meet the needs of all children in all subjects.
- The development of students' entrepreneurial skills through planned curricular interventions is improving through such initiatives as the auction of students' art work. Activities led by students are developing. Opportunities to develop students' innovation skills are limited.
- Links to Emirati culture and society are integrated into all aspects of the curriculum. Students are able to connect their learning to life in the UAE.

### For Development:

- Continue the review of the curriculum to improve continuity and progression between grades.
- Ensure that child-centred activities are rigorously embedded throughout the curriculum.
- Expand curriculum choices, particularly in the middle and secondary phases.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Effective policies and procedures are in place for child protection. The facilities manager carries out risk assessment processes and daily checks on the premises. The school has effective procedures for safeguarding students. Members of staff receive annual safety training. Updates to the training take place throughout the school year.
- All members of the school community are kept safe and secure. The arrivals and departures of school buses are strictly supervised. Safeguarding systems ensure that students travelling by bus, private car or on foot are safe.
- The promotion of healthy lifestyles is systematic. There is a strong focus on students' wellbeing. The clinic is well staffed by a medical team. Clinic staff conduct various initiatives in health promotion across the school.

	KG	Primary	Middle	Secondary
<b>Care and support</b>	Good	Good	Good	Good

- Relationship between students and members of the staff are positive. Comprehensive systems for managing high rates of students' attendance are effective. Students' punctuality in arriving at lessons is good. However, a few students do not arrive on time in the mornings. Policies and procedures for managing students' behaviour are generally successful.
- Thorough systems identify students of determination and those with gifts and talents. The school's reliable systems monitor the wellbeing and personal development of all students. Most students of determination receive effective support. Accurate identification of their needs results in prompt and appropriate interventions.
- The quality of support allows most older students to make consistent personal and academic progress. The school's personal support system ensures that all students have access to pastoral care programmes, career guidance and counselling services.

### For Development:

- Increase the support provided for all students to ensure their personal and academic progress.
- Ensure that all students arrive on time at the start of the day.

## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Good

- The governing board and all senior leaders promote an inclusive ethos which is evident across the school. The inclusion leader is a qualified teacher and is effectively supported by the inclusion governor. The inclusion team has appropriate experience. Members have completed relevant qualifications and training.
- Identification policies are well organised. Effective procedures, including input from teachers and parents, identify students who require additional support according to their specific needs. Appropriate interventions, based on diagnostic assessments and observations, are included in plans and implemented in lessons.
- Students' individual education plans (IEPs) include input from parents after consultation. Teachers work in close collaboration with parents. Communication is regular and of high quality. The involvement of parents makes a positive contribution to the quality of provision for students of determination.
- Classroom cultures are supportive of students. Lesson planning includes differentiated activities. Detailed IEPs give clear analyses of individual students' needs. Improvement plans may omit some of the desired outcomes. Students following the alternative vocational curriculum pathway in Grade 10 make good progress.
- Appropriate entry assessments are carried out to identify students' individual needs. The results of these assessments inform further evaluations and planning, including referrals and detailed identification procedures.

### For Development:

- Ensure that improvement plans clearly identify the intended results.

## 06 LEADERSHIP AND MANAGEMENT

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

- The principal has a strong vision for the school. She is focused on students' academic achievements, combined with student-centred teaching and learning. She understands how to raise students' attainment and improve teaching, partly through mentoring, cooperative teaching and by teaching Grade 10 students herself. Senior leaders are also heads of departments. They form a cohesive team which demonstrates high levels of competence. These strong leaders facilitate improvement, leading to stronger overall outcomes. Leaders have significant capacity to improve the school.
- The self-evaluation process is rigorous and systematic. All stakeholders are involved. Judgements on students' achievements are informed by specialist teachers. Leaders conduct teacher appraisals through formal lesson observations. They give written feedback with specific recommendations. Their whole school improvement plan has ongoing targets, such as the development of a strong middle leadership team. Its impact is evident in the academic subjects' action plans. The principal acknowledges that many senior leaders have departmental responsibilities and that their understanding of strategic priorities is not well developed.
- Parents are very supportive of and loyal to the school. The parent council represents all parents. Members communicate in person and online, but formal meetings are infrequent. Parents are happy with teachers' and leaders' quick responses to their queries and requests for meetings. Reports on their children's progress are preceded by parent-teacher conferences. Feedback on students' progress is provided on a weekly basis. Parents are involved in some school events. They desire greater involvement and increased community partnerships.
- The governing board includes all stakeholders. Governors are well informed about students' performances in national and international benchmark tests. They are involved in reviews of the whole-school self-evaluation. They support the principal in daily management and the procurement of resources. They understand the main strengths and weaknesses of the school in general terms and communicate frequently with leaders. Inclusion governors have been involved in improving outcomes for students of determination. Less well developed is the system to hold all senior leaders to account.
- Daily management of the school is very efficient. Staffing is adequate. Teachers are well qualified and receive weekly professional training. The halls and corridors are colourful and attractively decorated with prominent wellbeing displays. Mathematics and science resources support active learning and practical investigations. Some classrooms and laboratories are rather small and crowded, particularly for older students. Some of the KG classrooms are spacious, but the resources to promote creative, child-centred learning are underdeveloped.

### For Development:

- Separate departmental and whole school management responsibilities, increase senior leaders' understanding of the priorities and develop a middle management team.
- Increase the regularity of formal parent council meetings.
- Ensure that all facilities and teaching areas are appropriate.





## WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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](mailto:QA.Schools@khda.gov.ae)