

GOOD



2019-2020



























INSPECTION REPORT

CBSE CURRICULUM

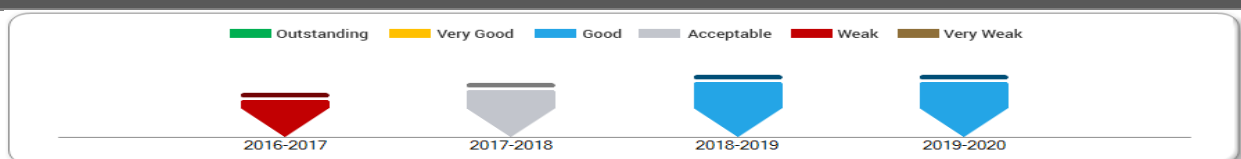
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School Information

General Information	 Location	Al Qusais
	 Opening year of School	2014
	 Website	www.bisedu.ae
	 Telephone	97142040900
	 Principal	Dr Bogumila Matusiak Varley
	 Principal - Date appointed	1/9/2017
	 Language of Instruction	English
	 Inspection Dates	14 to 16 October 2019
Students	 Gender of students	Boys and girls
	 Age range	4-15
	 Grades or year groups	KG 1-Grade 9
	 Number of students on roll	624
	 Number of Emirati students	0
	 Number of students of determination	50
 Largest nationality group of students	Indian	
Teachers	 Number of teachers	52
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	18
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	1
	 Teacher turnover	10%
Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	Central Board of Secondary Education (CBSE)
	 External Tests and Examinations	CBSE
	 Accreditation	NA
	 National Agenda Benchmark Tests	ASSET, CAT4

School Journey for BILVA INDIAN SCHOOL



Summary of Inspection Findings 2019-2020

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

Student outcomes

- In the Kindergarten (KG), children's outcomes are very good in English and improving in mathematics and science. Good achievement is a feature of Islamic education in the primary phase, while remaining acceptable in the middle and secondary phases. In the upper phases, attainment in Arabic as an additional language is acceptable, with good progress in Primary. In the middle phase, students' outcomes in English are very good. In the upper phases, outcomes in the other key subjects are good. Attainment in UAE social studies is good overall. The quality of younger children's learning skills is very good.
- Students are proud of their school and demonstrate self-reliance. They display a respectful attitude towards their learning and one another. They are knowledgeable and appreciative of the heritage and culture of the UAE. In the upper phases, opportunities for them to develop innovation are limited.

Provision for learners

- Teaching is good in all phases but is less so in Arabic as an additional language. Teachers have secure subject knowledge and can transmit it confidently. Teaching often lacks challenge for more able students. Students' outcomes are analysed and correlated well with international benchmarks. Focused analysis is driving action planning to target learning weaknesses across all phases, but to a lesser extent in Arabic as an additional language.
- The CBSE curriculum is effectively implemented to develop knowledge, skills and understanding. Children in KG experience a rich and varied programme. Modifications to the curriculum meet the needs of most groups of learners, including those of students of determination. Opportunities for innovation, creativity and social contribution are inconsistent.
- The school's child protection policy and safeguarding arrangements are outstanding. Medical services are of high quality, including the excellent monitoring of students' health. Relationships are respectful. Behaviour management is based on the expectation of good manners and common sense. Older students willingly help out in the lower grades.

Leadership and management

- Leadership is dedicated to achieving high levels in students' outcomes, and morale is excellent. Teachers' own self-evaluation processes are insecure. Parents are highly supportive and appreciate the work of the school. A comprehensive model of governance that involves all stakeholders is in place. Governors provide generous resources. The day-to-day management of the school is highly effective.

The best features of the school:

- Ambitious, committed and dedicated governors and leaders
- Outstanding health and safety arrangements, and an excellent range of learning resources
- Students' positive attitudes, self-reliance and work ethic
- Enthusiastic, personalised and successful learning in KG
- Improving outcomes in Arabic as an additional language and in Islamic education in the primary phase.








Key recommendations:

- Ensure, as a matter of urgency, that teachers of Arabic as an additional language raise attainment by improving the quality of teaching, the curriculum and assessment.
- Engage teachers more fruitfully in thoughtful, reliable and robust self-evaluation of their own teaching approaches, so as to improve all students' outcomes.
- Establish a process for teachers to measure, document and review the impact of their teaching on the progress of all groups of students.
- Review the pace and volume of planning and professional development so as to allow teachers time to consolidate what has been provided to date, and ensure that there are opportunities to share best practice.
- Use reliable assessment data to support and improve students' reading literacy and other academic needs, including those of students of determination, in a full and consistent manner.

Overall School Performance

Good

1. Students' achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable	Acceptable
 English	Attainment	Good ↑	Good	Very good ↑	Good
	Progress	Very good ↑	Good	Very good ↑	Good
 Mathematics	Attainment	Good ↑	Good	Good	Good
	Progress	Good	Good	Good	Good
 Science	Attainment	Good ↑	Good	Good	Good
	Progress	Good	Good	Good	Good
 UAE Social Studies	Attainment	Good			
Learning skills		Very 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	Good	Good	Good	Good
Social responsibility and innovation skills	Good ↑	Good ↑	Good ↑	Good

3. Teaching and assessment

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

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very 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	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding
Care and support	Good	Good	Good	Good

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of 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 for the academic year 2019-2020.

School's progression in international assessments

meets expectations

- The 2016 Progress in International Reading Literacy Study (PIRLS) results show that the school achieves above the PIRLS centre point but below the Dubai average. Outcomes compared with CAT4 measures of cognitive potential indicate that there is a positive achievement gap. The overall progression for National Agenda Parameter assessments is good. The strongest progression is evident in English and mathematics, while science progression is acceptable.

Impact of leadership

meets expectations

- Senior leaders ensure that assessment data are analysed, compared and used in planning to meet students' individual needs. However, the ineffective differentiation in some lessons implies that CAT4 information is not being used effectively. Teachers receive good quality, ongoing professional training to enable them to understand the data clearly. However, the accurate interpretation of some of the data is inconsistent in practice.

Impact on learning

is approaching expectations

- Across the school, the development of critical thinking, enquiry and research skills varies. It is better in those subjects where students gather and interpret data and communicate their findings clearly. The use of digital devices to support learning is not a common feature across all subjects. Insufficient attention is given to problem-solving in mathematics.

Overall, the school's progression to achieve its UAE National Agenda targets meets expectations.

For development:

- Ensure that teachers plan lessons to include greater rigour and challenge, relative to National Agenda Parameter assessment requirements.
- Monitor rigorously the effectiveness of differentiation in classrooms to ensure greater consistency in meeting the learning needs of all students.

Moral education

- Moral education is taught from Grades 1 to 9, and it fully addresses all key concepts. The curriculum is enhanced by projects such as those in Grade 9, where students are creating a website on tolerance. Planning is secure in skill progression, personal development and effective cross-curricular links.
- Teachers of the weekly moral education lesson know their students well, and suitably support and challenge most of them. A range of resources effectively adds to the content of the textbooks. Occasionally, opportunities to initiate debate among students are missed.
- Written assessments provide a clear picture of students' strengths and areas for improvement. Parents are kept informed of their children's progress and are also involved through the behaviour assessment tool.

The school's implementation of moral education is **meeting expectations**.

For development:

- Ensure that all opportunities are taken to enable students to take part in lively dialogue and debate with one another.

Reading across the curriculum

- Reading is a whole-school priority. Assessments show that reading achievement is improving for most students in English, but not in Arabic as an additional language.
- Teachers have had training to develop reading skills in their subjects. They are familiar with decoding strategies and the importance of introducing subject-specific vocabulary.
- Additional reading material is used to support learning in a range of subjects, thus helping students to understand that reading is a skill that is needed throughout the learning process.
- The school enlists additional support from older students, classroom buddies and parents in effectively developing younger students' reading literacy skills.

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

For development:

- Ensure that teachers in all subjects, especially in Arabic as an additional language, consistently promote and develop students' reading skills.

Innovation

- The development of students' creative and independent learning skills is gathering momentum, especially in KG. In science in the upper phases, attention is given to the development of critical thinking and problem-solving.
- Opportunities for innovation such as a hydroponic garden, the classification of plants, community farming and the publishing of a school magazine, show good practice.
- The use of technology is inconsistent, most notably in Arabic as an additional language. The skills required to support innovative outcomes are most successfully developed in the middle and secondary phases.
- Discussions with students and work reviews show that innovative ideas such as recycling, a hand-washing project and developing the radio station are successful initiatives.
- Most leaders show a commitment to the promotion of a culture of innovation. Innovation is well integrated and developed in the arts subjects.

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

For development:

- Consolidate the initiatives in place to ensure that innovation is secure within lessons and is an integral part of teaching and learning.

Main Inspection Report

1. Students' achievement

Islamic Education

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

- The majority of students in the primary phase demonstrate strong levels of understanding and knowledge of social relationships and Islamic morals. Their recitation of the Holy Qur'an is well developed, and they memorise verses with good recall.
- In the middle phase, a large minority of students know the Pillars of Islam and Hadeeth. In Sunnah and Seerah, primary students are familiar with the names of the family of the Prophet Mohammed (PBUH). In the middle phase, students know Hadeeth, and secondary students are familiar with parts of Sunnah.
- Students know some characteristics and virtues of the companions of the Prophet (PBUH) and their influence on Islamic society, such as Abu Baker, Omar, Usman and Ali. Most students are well aware of the UAE government's support for charities.

For development:

- Improve recitation skills in the Holy Qur'an in the middle and secondary phases, particularly those of boys.

Arabic as an Additional Language

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

- Attainment has not changed across the school since last year. Students in the primary phase show improvement in their language skills compared to those in the middle and secondary phases, where the overuse of English by teachers slows students' acquisition of Arabic.
- Students' language progress in the primary phase is improving. They are confident users of vocabulary and can express themselves well when discussing familiar situations. In the middle and secondary phases, students' speaking and writing skills develop more slowly.
- Although the department is using the new Ministry of Education (MoE) standards, assessments of attainment in the middle and secondary phases do not reflect the years of study.

For development:

- Ensure that Arabic is the predominant language of instruction used in lessons.
- Ensure that assessment procedures are applied accurately and based on students' years of study of the language.

English

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

- The majority of children in KG attain above curriculum standards, and their progress is well above expectations. Students in the primary and middle phases attain well above curriculum expectations in internal examinations. Benchmarking test results indicate above expected attainment for students in the primary phase, and well above for those in the middle phase.
- Across the school, students listen carefully and are confident, articulate speakers, particularly in the middle and secondary phases. However, they have few opportunities to write at length and often neglect to apply previously-learnt grammar, or to spell and punctuate correctly.
- The development of reading skills is a priority across the school. The youngest children in KG can effectively match letters with the sounds they make. Older students read fluently with understanding, using learning technologies to research and record their findings independently.

For development:

- Develop writing skills by increasing opportunities for students to write at length and by checking that they consistently use previously-learnt spelling, grammar and punctuation.

Mathematics

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

- In KG, children can count to at least 20, understand simple mathematical symbols and classify objects. In the primary phase, students have improved in manipulating numbers. In the other phases, linking mathematics to real-life situations helps students understand mathematical concepts better.
- Students are more competent in using standard written algorithms than in applying strategies to solve unfamiliar problems. They have sound knowledge of facts and definitions and can prove theorems, which consolidates their reasoning skills.
- Across all phases, students' attainment and progress are sometimes limited by the levels of challenge offered and by teachers' low expectations. The progress of the more able students in the upper phases is sometimes slow.

For development:

- Ensure that teachers have higher expectations, improve differentiation strategies and provide greater challenge to all groups of students.

Science

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

- Across all phases, students' understanding of scientific concepts is developing well. Most are meeting expectations in knowledge and skills, as measured against the lesson learning objectives. A few students are exceeding expectations.
- Across all phases, students are developing their experimental and enquiry skills successfully. Most make predictions and write a valid hypothesis about their investigation. Middle and secondary students communicate their findings confidently through presentations and the use of digital technology.
- Across all phases, recent initiatives have improved students' critical thinking skills and their ability to work scientifically. However, the level of challenge is not sufficient to enable students to achieve better and become more independent learners.

For development:

- Increase the level of challenge and provide more opportunities for students in all year groups to be more independent learners.

UAE Social Studies

All phases

Attainment	Good
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- The majority of students meet the curriculum standards and learning outcomes set by the MoE social studies programme. Most teachers have secure subject knowledge and engage students in well-integrated topics. A comprehensive skill-based tracker is used to check improvement in attainment.
- Teachers, in general, ensure that each lesson has a structured reading component. Appropriate emphasis is placed on vocabulary, critical thinking and extended writing in the middle and secondary phases. Students engage in research, project work and external cultural visits to support their recording of evidence.
- Communication and presentation skills are developing, as students move through the phases. Poetry, music, dance and art work enrich the experience of social studies in all phases. Overall, good levels of attainment are evident.

For development:

- Extend the range of opportunities for students to visit significant historical and cultural sites in the UAE to enhance their understanding and knowledge of its rich heritage.

Learning Skills

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

- Across all phases, students work well in groups and participate effectively in lessons, which helps them to consolidate their learning. In KG, children work collaboratively when they have the opportunity to select their own activities.
- The majority of students are developing their critical thinking and problem-solving skills successfully. However, this development is not consistently secure across all grades and subjects. A few students are able to interpret information in depth and with confidence.
- Most students are well motivated and take increasing responsibility for their own learning and assessment. Recent initiatives to enable students to use digital technology to enhance their research and independent learning skills are variable across the school.

For development:

- Provide more opportunities and activities for students to develop their critical thinking skills and to develop as independent thinkers and learners.

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

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

- Students across the school are very positive about their school and are proud of belonging to it. They are self-reliant and take responsibility for their actions. They display a respectful attitude towards adults and towards one another.
- Behaviour is positive, and high levels of discipline are always maintained. Students are genuinely concerned for others and show mutual respect and tolerance. They respond very well to critical feedback.
- Students have a strong understanding of how to live a healthy life and how to stay safe. They are physically active and know how to keep fit and well. They have a clear understanding of the safe use of the internet. Attendance is very good overall.

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

- The majority of students have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. They value tolerance and understand the goals of The Year of Tolerance and its purpose of achieving equality and respect among the school community and across the wider community.
- Students are knowledgeable and appreciative of the heritage and culture of the UAE. They display interest in aspects such as horse riding and camel racing. They participate in a range of cultural activities such as National Day, Flag Day and Martyrs' Day.
- Students demonstrate a clear understanding, awareness and appreciation of their own culture, but their understanding and appreciation of other world cultures is limited.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Good ↑	Good ↑	Good ↑	Good

- In the wider community, students engage with national and international organisations, such as the Red Crescent, and regularly organise blood donation campaigns. They contribute as members of the students' council and participate in a wide range of after-school clubs.
- Students show a positive work ethic. They sometimes take the initiative and make independent decisions. They have creative ideas and enjoy developing their own projects and innovative designs. However, innovation skills are not widely developed in the upper phases.
- Students understand environmental and global issues well. They display diligence in their efforts to protect the school environment and set a good example in recycling paper and plastic, which are often used in creative art displays.

For development:

- Increase students' participation in the planning and implementation of innovation projects.

3. Teaching and assessment

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

- Teaching is developing effectively across all phases. Teachers have secure knowledge of their subjects and can transmit their knowledge confidently to learners. They plan well-structured lessons with clear learning objectives and, in most lessons, engage students in active learning.
- Teachers interact with students successfully and create positive learning environments. Most use questioning well to check students' knowledge and understanding. A few use skilled questioning consistently to challenge students and make them think more critically.
- Most teachers are increasing students' research and independent learning skills. However, this is not a consistently-secure feature across the school. A few provide opportunities for students to be reflective about their work, and to be innovative and creative.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Good	Good

- Assessment data are effectively analysed and correlate well with international benchmark test results. The findings are driving action planning in a more targeted manner. As a consequence, the tracking of students' progress is more effective, but to a lesser extent in Arabic as an additional language.
- The marking of students' work and self- and peer-assessment are variable across the phases. In most cases, teachers' written feedback is sufficient and guides students towards their next steps in learning. Students' ability to assess their own strengths and areas for improvement is underdeveloped, except in science.
- An internal tracker is used to guide teachers' planning. This is leading to some improvements in the differentiation strategies. The impact of this process is most effective when there is accurate identification of individual and group needs.

For development:

- Check, more rigorously, that teachers are making full use of assessment information to plan work that is closely matched to students' attainment levels.

4. Curriculum

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

- The curriculum is broad and balanced and meets all statutory requirements. In core subjects, it is carefully devised and effectively implemented to develop knowledge, skills and understanding. Children in KG benefit from a rich and creative curriculum.
- A range of curricular and extra-curricular choices meets students' needs and aspirations. Suitable physical and digital resources enhance curriculum implementation. Cross-curricular links are planned in all lessons, but they are not always evident in practice in the upper phases.
- The school conducts regular reviews, considers the outcomes of internal and external benchmarking tests and carefully integrates national priorities. Continuity, progression and transition arrangements are carefully addressed in most subjects, except in Arabic as an additional language.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Good	Good

- The school is successful in modifying the curriculum to meet the needs of most groups of learners, including those of students of determination. Individual learning plans and objective trackers are used to identify and provide better curriculum opportunities across all phases.
- While the school curriculum is varied, the range of opportunities available for innovation, creativity and social contribution is inconsistent. Some activities are offered after school and include a hydroponic garden. The school magazine provides opportunities for students to promote enterprise and innovation.
- Students have a range of opportunities, to extend their enjoyment and appreciation of UAE society. They include Ramadan assemblies, Iftar dinner, a community fridge and celebrations of multi-cultural events.
- Arabic as an additional language is offered as one weekly period in KG.

For development:

- Ensure that there is comprehensive planning and careful integration of innovation opportunities across all phases.

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding

- The school's child protection policy and safeguarding arrangements are well understood by students, staff and parents, and ensure a safe environment. Procedures to support students and provide them with safety advice work well. The access procedures for parents and visitors are effective and rigorous.
- School contractors provide high-quality maintenance, cleaning and management. Medical services offered by the clinic include the excellent monitoring of students' health. Emergency evacuation is practiced regularly to ensure student safety.
- Advice to students and their parents on types of food ensures that students make healthy eating choices. Students benefit from outdoor play, fresh water and shaded areas. The premises and resources are very well suited to the educational needs of all students.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- There is a caring, supportive environment for students across all phases. Relationships between students and teachers are respectful. Behaviour management is based on the expectation of good manners and common sense. Older students willingly help out in the lower grades.
- The school has a positive admissions policy and a firm belief in all students. On-going communication with parents promotes high attendance and punctuality. Identification and support for students of determination are better developed than for those with gifts and talents and for those underperforming in English.
- The school promotes a respectful community where everyone can learn through collaboration. Workshops for parents, teachers and support assistants enhance their understanding of the needs of students of determination and promote a warm, inclusive environment.

For development:

- Improve procedures for identifying students with gifts and talents and provide them with appropriate support both within and beyond the classroom.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The inclusion management team is committed to the provision of high-quality support in a safe environment. The admission policy encourages students of all abilities to enrol, and consequently a wide diversity of needs, some complex, is represented in the school.
- The improved procedures for identifying students of determination include a range of tests, referrals and observations. Fewer older students of determination have been identified. Procedures for identifying students with gifts and talents are improving.
- Parents are actively involved in the education and support of their children. They are extremely positive and appreciative of the inclusive ethos and the progress which their children make. Many have had previous negative experiences in other schools. Workshops and coffee mornings have increased their own awareness.
- Extensive training has improved the effectiveness of learning support assistants, who help to write and review students' individual targets. Alternative pathways are incorporated into the curriculum, but not extensively. The differentiation of work to meet students' needs in lessons is inconsistent.
- Detailed individual education plans are written with input from parents, teachers and learning support assistants. When support strategies are applied competently in lessons, students' progress improves. Internal data show that students are making steady progress in English, mathematics and science.

For development:

- Consolidate good practice and extend the implementation of alternative pathway courses to a wider range of students.
- Ensure that individual education planning enhances differentiated teaching and learning strategies, and thus leads to improved outcomes for all students of determination.

6. Leadership and management

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

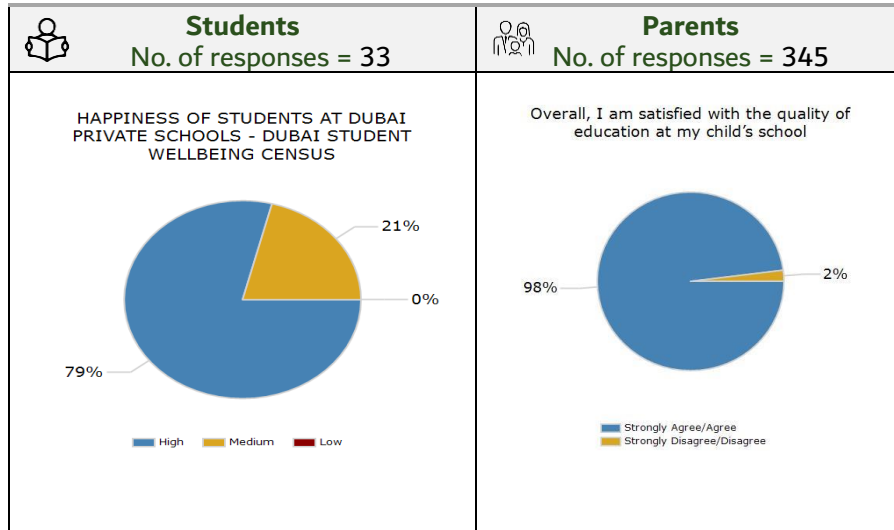
- Guided by a dedicated and highly effective principal, middle and senior leaders are committed to achieving high levels in students' learning and personal development. Morale throughout the school is very positive and supports an ethos of inclusion and welcome. The principal's ambitious vision is ensuring that students' outcomes are rapidly improving year on year.
- At the governance and leadership level, the school has comprehensive processes and arrangements for self-evaluation. However, teachers' analysis of their own teaching has not always been effective in identifying all areas that require improvement. The current range of teaching approaches is not sufficiently consolidated or evaluated to ensure more successful outcomes for all groups of students.
- Parents are highly supportive of the school and, in particular, of senior leaders. They hold the speedy and helpful digital communication systems between school and home in high regard. Parents are welcome to attend workshops in the school to gain a better understanding of teaching and learning. The option of a full secondary phase has added confidence to parental expectations, in that their children do not have to transfer elsewhere.
- The positive and influential model of governance involves all stakeholders, including parents and senior students. School development planning is shared regularly and transparently. Governors resource the school generously and provide for the recruitment of extra staff and inclusion support team personnel. Through strategic planning and the prompt addressing of recommendations from previous inspection reports, governors are facilitating rapid school improvement.
- The day-to-day management of the school is highly effective. The premises and facilities provide a clean, well-maintained and safe environment. A wide range of high-quality resources is available. There are, however, too few Arabic books in the library, and both staff and students have difficulty in accessing appropriate texts. Teachers and staff are well qualified to fulfil the school's vision and mission. Staff benefit from regular training that matches their individual needs and the school's priorities.



For development:

- Involve teachers in more robust evaluation of their own teaching, and give them time to consolidate what has been learnt to date.
- Improve the processes for teachers' measuring and reviewing of the impact of their teaching on the learning of all groups of students.

The Views of Parents and Senior Students

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



 Students	<ul style="list-style-type: none"> • Almost all students who responded are happy with the school and experience positive relationships with teachers. Most appreciate the school ethos and culture and feel safe and secure at school. The inspection findings, in general, align with these views. The majority of students express some worries about the future and their expectations of academic success.
 Parents	<ul style="list-style-type: none"> • Parental responses are positive. Most express satisfaction with the education and leadership provided by the school. They appreciate the school's ethos and that their views are considered. They believe that the school is safe and are grateful for the educational facilities and resources provided by the governors. Inspection findings support these views. Most parents believe that their children's academic success and well-being are equally important.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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