

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."  
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

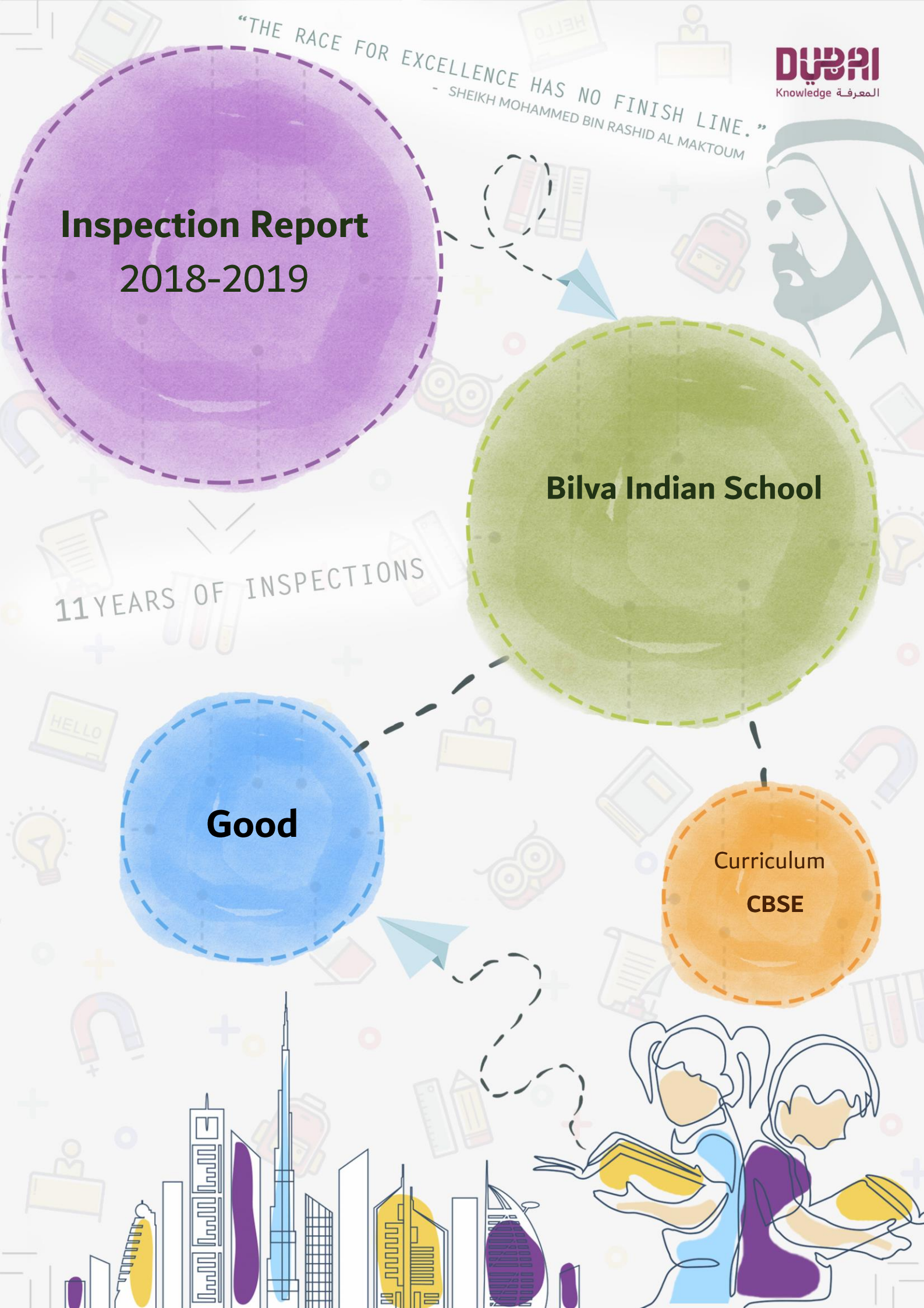
# Inspection Report 2018-2019

**Bilva Indian School**

11 YEARS OF INSPECTIONS

**Good**



























Curriculum  
**CBSE**



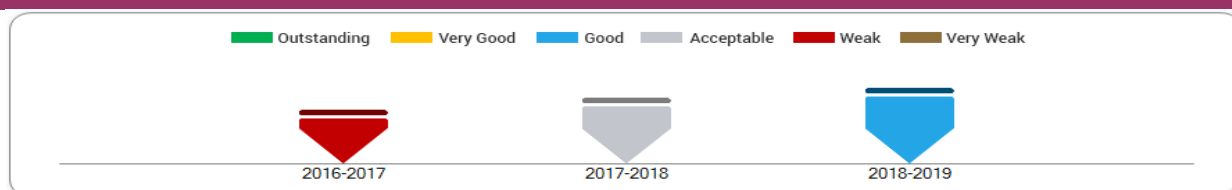
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## School Information

General Information	 Location	Al Qusais
	 Opening year of School	2014
	 Website	www.bisedu.ae
	 Telephone	00971-4-2040900
	 Principal	Bogumila Matusiak Varley
	 Principal - Date appointed	1/9/2017
	 Language of Instruction	English
	 Inspection Dates:	15 to 17 October 2018
Students	 Gender of students	Boys and girls
	 Age range	4 to 14
	 Grades or year groups	Kindergarten 1to Grade 8
	 Number of students on roll	466
	 Number of Emirati students	0
	 Number of students of determination	49
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	64
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	19
	 Teacher-student ratio	1:7
	 Number of guidance counsellors	1
	 Teacher turnover	0
Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	CBSE
	 External Tests and Examinations	CBSE
	 Accreditation	NA
	 National Agenda Benchmark Tests	ASSET

## School Journey for Bilva Indian School





## Summary of Inspection Findings 2018-2019

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

### Students' Outcomes

- Kindergarten children's attainment levels across the three key subjects are at least acceptable. In the primary and middle phases, students' attainment levels in English, mathematics and science are good. However, in Islamic education and Arabic as an additional language, students' attainment remains acceptable. Students across the school have enhanced their levels of progress to good in the three key subjects of English, mathematics and science. However, in Islamic education and Arabic as an additional language, students' progress remains acceptable, except in Arabic in the primary phase, which is good. The quality of learning skills evident across the school has improved to be consistently good.
- Across the school, students demonstrate positive attitudes, behaviours and relationships. Their attendance and punctuality reach the highest levels. Students' understanding of Islamic values and awareness of Emirati and world cultures are good. However, while students' social responsibility and environmental action are showing some improvement, this is less so in their development of the skills of innovation.

### Provision for learners

- The quality of teaching has improved to good across the school. Teachers' planning in Kindergarten is noted for its inclusion of differentiated approaches, while teachers in upper grades are incorporating cross-curricular links, real life applications and opportunities for student leadership. The promotion of critical thinking is not a strong feature of teaching across the school. The school's assessment systems are consistent, coherent and increasingly rigorous. The use of external benchmark data provides detailed and focused information to support improved student attainment.
- The school combines elements of the National Curriculum for England with the Central Board of Secondary Education (CBSE) curriculum to meet international benchmarks. Curriculum planning ensures that students develop the knowledge, skills and understanding that is age-appropriate and meets the requirements of the CBSE curriculum. The school modifies its curriculum to meet the needs of groups of students, including students of determination and those with gifts and talents. It is adapted effectively to provide interesting, age-appropriate and meaningful learning experiences that motivate and engage most students.
- The provision for health and safety, including arrangements for child protection, is well-established and is of a high standard. Students are provided with a safe well-resourced learning environment. Positive staff-student relationships exist around the school and are reported in the Dubai student well-being survey. Incidences of bullying are rare.

### Leadership and management

- The quality of leadership and management of the school is consistently good. The principal articulates with clarity the school's vision, the school's contribution to the UAE national priorities and the development of this inclusive learning community. The school is developing a stronger, more consistent data-driven knowledge of its strengths and areas for development. Parents are extremely happy with the improved quality of their children's learning and the safety and support offered by the school. Governance has improved and is beginning to impact positively on school improvement through its increased overview of the school and continues to provide resources. The day-to-day management of the school is both effective and efficient.

### What the School does Best:

- The principal's clearly articulated vision, embraced by the Governors and stakeholders to enhance student achievement through improved teaching, learning and assessment
- The strong development of distributive leadership to support the school's continuous improvement
- The school's inclusive ethos, providing for all students, including students of determination
- The safe, happy, orderly learning environment, supported by the developing and substantial range of usable resources.







### Key Recommendations:

- Provide all students, across (the different) all phases and subjects, with appropriate levels of classroom challenge to meet their individual learning needs, particularly in Islamic education and Arabic.
- Ensure that the development of perseverance, innovation, creativity and critical thinking are regularly part of lessons in all curricular areas.
- Ensure that the school's self-evaluation is focused consistently on the impact of the processes on the outcomes for students and that all areas in the school's improvement plans have actions and targets that can be measured.
- Ensure that the programmes to empower and further develop staff capacity are sustainable and result in improving the quality of teaching and students' achievements.

## Overall School Performance

Good ↑

### 1. Students' Achievement

		KG	Primary	Middle
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 English	Attainment	Acceptable	Good ↑	Good
	Progress	Good	Good ↑	Good
 Mathematics	Attainment	Acceptable	Good ↑	Good ↑
	Progress	Good ↑	Good ↑	Good ↑
 Science	Attainment	Acceptable	Good ↑	Good ↑
	Progress	Good ↑	Good ↑	Good ↑
		KG	Primary	Middle
Learning skills		Good ↑	Good ↑	Good

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

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

	KG	Primary	Middle
Health and safety, including arrangements for child protection/ safeguarding	Very good ↑	Very good ↑	Very good ↑
Care and support	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](#).

## 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:

#### Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the academic year 2018-2019.

#### School's Progression in International Assessments

**is above expectations**

- No students at the school were entered for the 2012 TIMSS tests. Therefore, there is no progression data available. In 2015, TIMSS targets were not met, but the recent national benchmark test results show that the school has made significant progress and students are achieving well compared with their current targets. GAP analysis is positive in all subjects.

#### Impact of Leadership

**meets expectations**

- The school leadership support the vision of the National Agenda and the National Agenda action plan and invest significant time and energy into developing robust systems that allow the analysis and evaluation of data to set targets and to track student progress. Analysed data is shared across the school community and is beginning to impact and influence curriculum, teaching and student learning.

#### Impact of Learning

**meets expectations**

- The delivered curriculum and teaching are being modified to provide additional opportunities for students to investigate and inquire. Students' knowledge, skills and understanding in English, mathematics and science have been enhanced on average, to levels above students' expected CAT 4 potential. Their critical thinking skills are developing, but there is scope for greater improvement.

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

#### For Development:

- Ensure that all groups of students make expected levels of progress, by reviewing tracking processes and more closely monitoring students' learning outcomes.
- Develop and implement more robust teaching and learning strategies to enhance students' critical thinking through increased independent inquiry, the application of research skills to access relevant information, and dialogue, including the defense of ideas and hypotheses.



## Reading Across the Curriculum

- External benchmark data indicate strong attainment for the large majority of students. The cross-curricular focus of reading and the school's innovative implementation of the reading continuum positively impacts on students' reading achievement.
- Most students use decoding and comprehension strategies when reading. Cross-curricular opportunities extend and enhance students' abilities to read increasingly difficult text in a variety of genres.
- The library offers students a choice of books on a variety of topics and interests, but eBooks are not yet available.
- The school provides all teachers with dedicated and sustained reading training. School leaders are facilitating the "Novel-Based Curriculum". The school recognises the importance of reading as the cornerstone of enhanced students' attainment and progress in all subjects.

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

### For Development:

- Embed a technology-rich curriculum in all phases, to enable all students to extend their reading opportunities, refine their verbal reasoning skills and benefit from access to innumerable online eBooks, articles and videos that enhance learning by making it real, rigorous and relevant.

## UAE Social Studies

- The school follows an integrated approach and has adapted its curriculum to include key aspects of the UAE social studies and world cultures. It provides a wide range of resources to meet the needs of different groups of learners.
- Students work independently and in groups and demonstrate knowledge and understanding of the UAE and other world cultures. They are able to make connections with a diverse range of learning areas. Opportunities are increasingly provided for students to question and engage in independent research.
- The majority of students attain levels that exceed curricular standards. In lessons and in their recent work, the majority of students make better than expected progress in relation to their individual starting points and the curriculum standards.

**The school's implementation of the UAE social studies programme is above expectations.**

## Innovation

- Across the school, the development of students' innovative learning skills is in its early stages. Students' skills in using technology to support their development is restricted, with too few opportunities to use devices regularly. However, creative thinking is being enhanced through thematic studies, based upon the "Novel-Based Curriculum" in English.
- Students initiate and lead a few activities and projects. However, there is scope across the school for more such opportunities. The student hand-washing initiative, integrated into the mathematics and science curricula in Grade 6, is leading students to the study of hydroponics and healthy lifestyles. In English, students in the middle phase read about autism and develop their understanding of it by interacting with the students in a class which has an autistic student.
- Students' innovative skills development is yet to be strongly embedded into classroom practice across the school. A few lesson plans make reference to the development of higher order critical thinking and creative development, but the impact on student development is only emerging.
- The introduction of an innovative approach to learning through the thematic "Novel-Based Curriculum" has heralded the emergence of imaginative and creative classroom opportunities and enhanced the school's curriculum. Dance, mathematics, music, physical education and science are linked to strong language development, but science, technology, engineering, (arts) and mathematics (STEM/STEAM) classes are not yet prominent features within the curriculum.
- The school's leaders successfully use innovative approaches when developing the school. There is a strong commitment to continuous improvement in provision across the entire school. This includes building sustainable leadership capacity, adding resources and providing systematic staff professional development programmes.

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

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Most students in the primary and middle phases have an adequate knowledge of "Seerah" and the major events in Islam, in line with curriculum standards. They make steady improvements in memorising Hadeeth, their recitation of the Holy Qur'an and their application of Tajweed rules. Progress is strongest in the primary phase, due to student-centered, activity-based learning opportunities. However, it is not so strong in the middle phase where teaching is more teacher centered.
- Students in both phases demonstrate secure research skills. Most middle phase students can investigate and explain the rationale behind aspects of Islamic worship such as Ummrah, while most students in the primary phase can provide examples of Islamic concepts related to moral values such as 'I love my neighbour'.
- The tracking of student improvement, such as the memorising of the Holy Qur'an, shows significant development across the school. Additional progress is noted in the application of Tajweed rules in the middle phase and improved confidence in speaking about events and the pillars of Islam in the primary phase. Students in both phases have improved their abilities to relate Islamic concepts to everyday life and to other contexts.

#### For Development:

- Ensure all students have a stronger knowledge of Seerah to elevate their attainment and progress.

#### Arabic as an Additional Language

	KG	Primary	Middle
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- In their lessons and in their recent work, most students in the primary and middle phases attain levels that are in line with curriculum standards in their communication skills. They make expected levels of progress in relation to individual starting points and the Ministry of Education (MoE) curriculum standards. However, progress is stronger in the Kindergarten and in Grade 4 due to more effective teaching.
- Across the school, students' listening skills require development. Most need to hear statements repeated before they are able to respond. Students are generally confident when reading short sentences, but their comprehension is less strong as they are often reliant on the support of pictures. Most students respond to direct questions with short answers. In writing, they can follow a simple structured approach prepared by the teacher, but the minority make frequent spelling errors.
- Students' Arabic vocabulary is developing due to improved curriculum and assessment design. A further positive aspect is the exposure of children in the Kindergarten to the Arabic language which is resulting in improved speaking skills.

#### For Development:

- Provide opportunities for students to improve their reading by writing extended sentences independently.

## English

	KG	Primary	Middle
Attainment	Acceptable	Good ↑	Good
Progress	Good	Good ↑	Good

- In Kindergarten, upon entry, children's attainment levels in reading and phonics are low, with most children having English as an additional language. Children's progress accelerates as they build on their skills. Attainment and progress, when measured against curriculum standards, develop steadily in primary and middle phases. External benchmark testing, data analysis and classroom observations support these judgements.
- Utilising a "Novel-Based Curriculum", students study a range of literature, promoting connections between subjects, interests and knowledge. Discussions, presentations and reflections expand students' vocabulary, develop their verbal reasoning skills and refine their abilities to express opinions. Speaking skills are stronger than writing skills, which are practised less often.
- The increased use of assessment data in planning lessons and setting individual targets across the school is beginning to have a positive impact on students' achievement by ensuring that their learning goals are more closely matched to their learning needs.

### For Development:

- Improve students' writing skills throughout the school by consistently providing opportunities in all subjects, to engage students in the process of pre-writing, drafting, revising and editing.

## Mathematics

	KG	Primary	Middle
Attainment	Acceptable	Good ↑	Good ↑
Progress	Good ↑	Good ↑	Good ↑

- In the Kindergarten, children's acquisition of number awareness is being systematically established. Children show an increasing confidence in using mathematical ideas. In primary and middle phases, students can accurately apply measurement concepts to real-life situations. They acquire good spatial awareness. Results in external benchmark assessments show that the majority of students achieve knowledge, skills and understanding at levels that are above curriculum standards. The progress of the majority of students is better than expected in relation to the curriculum standards.
- Students' application of number concepts is improving throughout the school due to a regular emphasis on mental arithmetic. This progress is reflected in the proficiency students have in handling data and in their presentation of data in a range of graphical forms.
- A specific focus on enquiry-based activities provides opportunities for problem-solving. Co-curricular mathematics and science projects reinforce the application of learning strategies in real-life situations. Students have greater confidence when explaining the links between mathematical concepts, which subsequently promotes deeper learning.

### For Development:

- Refine the systems and tools used for assessing students' mathematical learning skills across the different phases.



## Science

	KG	Primary	Middle
Attainment	Acceptable	Good ↑	Good ↑
Progress	Good ↑	Good ↑	Good ↑

- Attainment has improved in primary and middle phases due to a shift in focus to develop scientific thinking and investigative skills among all students. Students have more opportunities to explore, investigate and find out things for themselves. In the Kindergarten, most children can recognise similarities and differences in places and in living and non-living things. The majority make better than expected progress in observing, using appropriate vocabulary and explaining what they see.
- In primary and middle phases, the majority of students demonstrate knowledge, skills and understanding of science concepts that are above expected curriculum standards. They use appropriate resources to conduct practical work and investigations independently and are able to reason and apply their knowledge to other contexts.
- Students can use scientific vocabulary confidently during investigations and observe, record and draw their own conclusions. Students' development of understanding of scientific concepts is emerging through critical thinking. Trends in attainment over time indicate that the majority of students in primary and middle phases attain at levels that are above national and international standards.

### For Development:

- Provide opportunities for all students to develop their critical higher order thinking skills.

## Learning Skills

	KG	Primary	Middle
Learning skills	Good ↑	Good ↑	Good

- Children in Kindergarten develop independence through their involvement in free flow lessons, where they exercise choice. In the primary and middle phases, students follow instructions when directed but have fewer opportunities to gain leadership skills or take responsibilities for their own learning.
- Most students work well with others and collaborate positively when in groups. Beginning in Kindergarten and continuing throughout the school, students prepare and present their work to others. This experience builds confidence and self-esteem, preparing them well for their futures.
- Students explore the links between subjects and compare the knowledge they gain in class with what they already know. The way they use technology to promote their independent learning, research and thinking in school is inconsistent, as is their higher order thinking skills.

### For Development:

- Develop students' abilities to think critically and to use technology to increase their independence and responsibility for their own learning.

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

	KG	Primary	Middle
Personal development	Good	Good	Good

- Students across the school demonstrate responsible attitudes to learning and behave well in almost all contexts. They responded positively to their wellness survey, but the minority feel they need to persevere more. In some classes in the lower primary grades, behaviour is more boisterous when students are not adequately challenged by lessons.
- Initiatives led by students are successful, such as the clean hands campaign, where older students coach younger students in the importance of thorough hand washing. They use practical activities to demonstrate results and demonstrate a sound understanding of health issues.
- The school's acknowledgement of the needs and differences of all students creates an inclusive learning culture, where students and staff show respect for each other. This aspect of school life contributes to the excellent attendance levels.

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

- Students in all phases have a clear, developing and age-appropriate appreciation of Islamic values, such as honesty and tolerance. Their wall displays across the school show rich knowledge and experience of most aspects of the UAE culture and of civilisations around the world.
- Students in all phases demonstrate an age-appropriate understanding of the concept of diversity. In primary and middle phases, students actively engage in a range of cultural activities.
- Students in the middle phase can talk in detail about UAE leaders, the cultural features of the UAE and world cultures, especially in art and music.

	KG	Primary	Middle
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

- Students contribute to the life of the school and wider community by volunteering for a range of activities. They understand their responsibilities at age-appropriate levels in all phases.
- Student council members and the four student governing board representatives feel that their voice is appreciated by the school, which supports the development of positive attitudes toward the school.
- Students take part in green and healthy life style projects, such as the school-wide hand washing project to improve their understanding of healthy living.
- Students' use of technology is not consistent across the school. In classrooms, outcomes of tasks are generally teacher defined. Students' innovative thinking is at times constricted, resulting in the use of a trial-and-error approach when attempting to find solutions independently.

### For Development:

- Provide more consistent opportunities for students to initiate activities that put into practice their prior learning about Islamic values and other cultures.
- Improve students' involvement in a wider range of community activities.

### 3. Teaching and assessment

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

- In the Kindergarten, well-planned differentiated instruction, using a variety of resources, supports enquiry-based learning. In the primary and middle phases, teachers increasingly use analysed data to set learning objectives and targets. Teachers plan lessons carefully, incorporating cross-curricular links, real life applications and opportunities for student leadership.
- Using an increasingly wide range of teaching strategies and resources, lessons actively engage students in their learning. Teachers design purposeful tasks that motivate and develop students' learning skills and knowledge. In the better lessons, effective questioning promotes challenge and higher-level thinking. However, across the school, the promotion of critical thinking is not a consistently strong feature of teaching.
- Teachers are increasingly making adjustments to lesson planning due to their increasing knowledge, understanding and awareness of students' cognitive abilities and attainment on the National Agenda benchmark tests. The implementation of lesson plans is variable and some activities provide sufficient challenge for most, but not all, groups of students.

	KG	Primary	Middle
Assessment	Good	Good	Good

- Internal assessments are consistent, coherent and increasingly rigorous. Assessments effectively promote the requirements of a hybrid curriculum by infusing elements of the National Curriculum for England with those of the CBSE curriculum. The close alignment with external data provides detailed and focused information to support improved student attainment.
- Assessment data enable a rigorous analysis of students' achievement and accurately reflect their progress. The data are used more effectively to modify the curriculum to meet the learning needs of different groups of students.
- The range of data collected enhances the promotion of effective teaching. An on-going analysis has appropriately highlighted the continuing need to focus on problem-solving and critical thinking. The school has prioritised this element in its action plans.

#### For Development:

- Track progress from a student, grade and whole school perspective to measure the impact of the recent curriculum modifications on students' progress so that all areas requiring attention are identified in order to inform next steps in school improvement.

#### 4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Good	Good	Good

- The school combines elements of the National Curriculum for England with the CBSE curriculum to meet international benchmarks. Curriculum planning ensures that students develop the knowledge, skills and understanding that are age-appropriate and meet the requirements of the CBSE curriculum.
- Vertical progression between phases ensures that students are prepared well for the next phase. Cross-curricular links are established through the integrated approach that supports the transfer of learning across subjects. In the middle phase, students have a choice of two languages, Hindi and French.
- The senior leadership team reviews the curriculum regularly and identifies gaps in provision, using the international benchmark data. Substantive planning creates a coherent curriculum that improves students' learning across the school.

	KG	Primary	Middle
Curriculum adaptation	Good ↑	Good ↑	Good

- The school modifies its curriculum to meet the needs of groups of students, including students of determination and those who have gifts and talents. The curriculum is adapted effectively to provide interesting learning experiences that engage most students. The school is piloting the ASDAN alternative curriculum to support students who require a more practical curriculum.
- Curriculum modifications enhance students' creative and imaginative skills, particularly in the Kindergarten. In the primary and middle phases, modifications have led to the inclusion of the "Novel-Based Curriculum" in English, more problem-solving in mathematics and more investigations in science. There is scope for additional modifications in Islamic education and Arabic to better meet students' learning needs.
- In addition to the extra-curricular activities of art, music, physical education and swimming, the curriculum includes aspects of the UAE social studies and world studies that enhance students' understanding and appreciation of the UAE and other cultures.
- Arabic as an additional language is taught in Kindergarten.

#### For Development:

- Improve the modification of the curriculum in Islamic education and Arabic as an additional language to meet the varying needs of all groups of students, particularly for those who have significant gaps in their prior learning.
- Provide increased opportunities for innovation, enterprise and critical thinking for students in all subjects across all phases.



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

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

- The provision of health and safety, including arrangements for child protection, is well-established and is of a high standard. Students are provided with a safe well-resourced learning environment.
- Specific strengths of the school's policies and practice include high-quality medical provision, thorough risk assessments for associated student activities, systematic safety checks of equipment and efficient procedures for bus transportation.
- The school has systematically reviewed its policies to ensure consistency of practice. A significant investment has been made in staffing resources and in training to promote safeguarding and security. The school has been very involved in promoting a happiness and well-being programme to support students.

	KG	Primary	Middle
Care and support	Good	Good	Good

- Positive staff-student relationships are evident around the school and are reported in the Dubai student well-being survey. Incidences of bullying are rare, indicating that the school has appropriate behaviour management systems in place.
- The use of cognitive ability and benchmark attainment test data helps identify students who have gifts and talents. The development of new support processes includes the allocation of mentors for these students to guide them in articulating and attaining their own learning goals.
- The school is piloting the ASDAN alternative curriculum and has trained staff in the inclusion department on it. Consequently, there are improved opportunities for all students to succeed.

### For Development:

- Ensure the individual learning needs of all students are consistently met across all subjects and phases.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- Leaders, governors and students are part of an extensive and successful inclusion team. Their vision and commitment are evident and shared by all members of the school community. The teachers' inclusion self-evaluation report is descriptive and extensive. It identifies areas of strength but lacks sufficient analysis to clearly identify areas to improve in the action plan.
- A new screening software has improved the identification of the needs and number of students with specific learning difficulties. Sharing these results with parents and teachers has resulted in positive learning strategies that are used both at home and school. These have enabled more students to achieve their potential. A more precise use of cognitive ability test analyses would identify students with significant discrepancies in their personal profiles and form a focus for teachers to close the gaps between students of determination and their peers.
- The sharing of lesson plans and resources that parents can download from the school's Google Drive is proving very successful. Parents are delighted to find a fully inclusive school that welcomes their children with a willingness to provide an individual education plan that underpins each child's progress. Workshops and regular review meetings are praised by parents who value the school's efforts to include them in the social and academic provision for their children.
- Modified lesson plans are in place and are well-supported by additional teachers and learning support assistants. There is scope for personalised professional development for teachers to enhance their knowledge of how students learn and of how to adapt their plans during lessons.
- The school and the inclusive education department use a range of regular assessments to establish the progress that students of determination make. Qualitative evidence of social progress complements quantitative progress, ensuring that the measurements of skill development are accurate. Evidence from lesson observations and work scrutiny supports teachers' opinions that there are times when students of determination can do more than is planned for them.

### For Development:

- Evaluate the units of work from the ASDAN course to determine whether parts can be subsumed into the whole-school curriculum to support the transition of students moving on to an adapted and more vocational pathway.
- Use lesson observations to move towards stronger inclusive practice in classrooms by ensuring students of determination have sufficient opportunities to work on their differentiated tasks alongside students of all abilities.

## 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

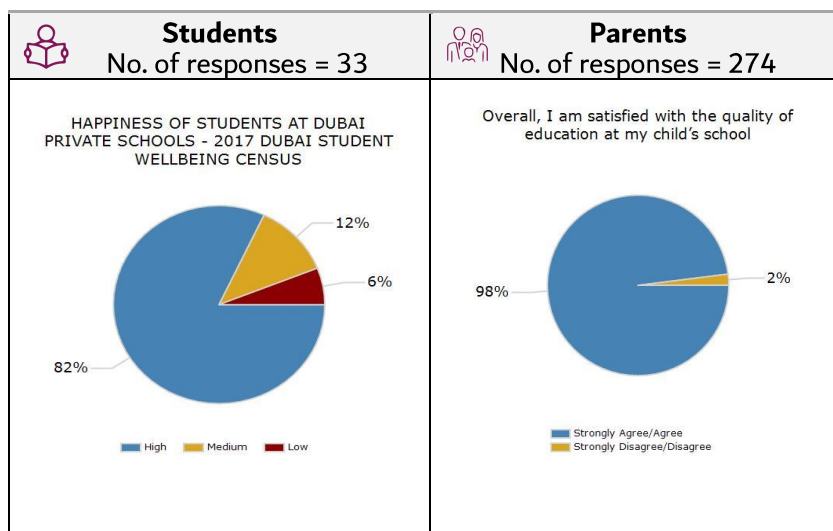
- The principal articulates with clarity the school's vision, the school's contribution to the UAE national priorities and the key goals of this inclusive learning community. One such key goal is introducing innovative, sustainable programmes to empower and build staff capacity, while enhancing the quality of teaching to improve students' achievements.
- The school's self-evaluation and improvement planning processes have become more systematic, but there is scope for more accuracy in self-evaluation judgements and in the measurability of the outcomes of key improvement priorities. There is regular monitoring of staff that is strongly linked to staff improvement initiatives. The impact of these initiatives is clear in the stronger teaching and improved learning outcomes observed during the inspection.
- Parents speak positively about the school and its many new initiatives that are driven by the principal. Kindergarten parents noted greater confidence in their children's questioning and their increased engagement in reading and conversation, including their increased talk about their learning at school. Parents appreciate teachers' report comments that inform them of their children's next steps in learning.
- The governing board meets regularly, is broadly representative of stakeholders and includes parents and students. Governors survey parents to elicit their views and are systematically beginning to monitor the school's outcomes and hold the leaders accountable for the school's performance. They are particularly supportive of the principal's vision for the school and willingly provide additional resources and staffing when such needs are identified.
- The school is well-organised and efficiently managed on a day-to-day basis. The school has a generous staffing provision. The extra capacity is used well to support students' learning. An effective professional development programme provides a specific focus on well-planned lessons and the promotion of good-quality teaching. The extensive range of resources, such as the high-quality commercial resources in mathematics and science, and the excellent premises successfully support students' learning and personal development.



### For Development:

- Ensure consistent improvements in students' learning outcomes through sustainable programmes to empower and further develop staff capacity.
- Ensure that improving students' attainment and progress in Islamic education and Arabic as an additional language become key priorities for school leaders and governors.
- Improve the usefulness of planned school actions and the accuracy of self-evaluation judgements across all subjects and aspects of the school's work.

## The Views of Parents and Students

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



 <p><b>Students</b></p>	<ul style="list-style-type: none"> <li>The student wellness survey, completed by Grades 6 to Grade 8 students, suggests that the large majority of them are actively engaged and enjoy their learning. They feel positive about their achievements and confident about their future. A minority of students report that they need to persevere more.</li> </ul>
 <p><b>Parents</b></p>	<ul style="list-style-type: none"> <li>Almost all parents are satisfied with the quality of education provided by the school and consider that the school actively listens and acts on their views. Almost all agree that teachers help their children learn and that their children are safe at school. They agree that the school provides them with sufficient information and support so they can be effective partners in their children's learning. Most think that academic success and their children's well-being are of equal importance and that there is little bullying at school.</li> </ul>



## What happens next?

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

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

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

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

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