

ACCEPTABLE





























INSPECTION REPORT

CBSE CURRICULUM

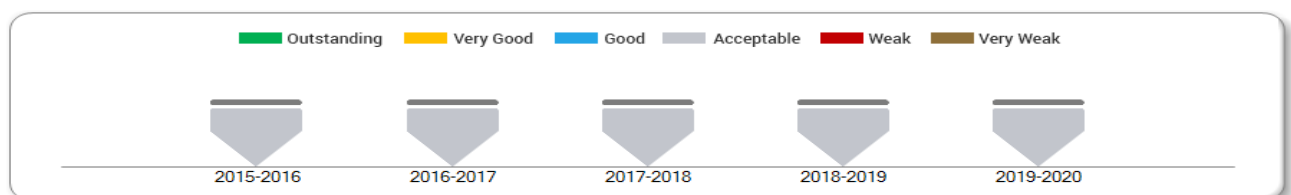
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School Information

General Information	 Location	Al Wuheida
	 Opening year of School	2013
	 Website	www.sisdubai.com
	 Telephone	97142505806
	 Principal	Ms. Pranjala Dutta
	 Principal - Date appointed	5/1/2019
	 Language of Instruction	English
	 Inspection Dates	From 14 to 16 October 2019
Students	 Gender of students	Boys and girls
	 Age range	From 4 to 13 years
	 Grades or year groups	KG 1 to Grade 10
	 Number of students on roll	491
	 Number of Emirati students	0
	 Number of students of determination	91
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	55
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	12
	 Teacher-student ratio	1:9
	 Number of guidance counsellors	1
	 Teacher turnover	28%
Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	Central Board for Secondary Education (CBSE)
	 External Tests and Examinations	CBSE
	 Accreditation	None
	 National Agenda Benchmark Tests	ASSET

School Journey for SABARI INDIAN SCHOOL LLC



Summary of Inspection Findings 2019-2020

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Student outcomes</p>	<ul style="list-style-type: none"> Students in Kindergarten (KG) and middle phase are now making good progress in English, mathematics, and science. Good learning skills are noted in the KG, middle and secondary phases. All students in Islamic education lessons make good progress. Achievement in Arabic as an additional language remains an underperforming feature of the school. Students demonstrate very positive attitudes and good behaviour in all grades and phases of the school. They have a clear appreciation of Islamic values and customs, and of UAE culture and traditions. Some students have secured internships, and many serve as volunteers at school and in the community. Students' innovation skills are emerging.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> Teaching in the KG and the middle phase is good. More effective teaching strategies have resulted in greater progress and more effective learning skills in these phases. The impact of assessment remains unclear with variable outcomes between grades and phases. The level of rigour found in internal assessments meets but does not exceed curriculum standards. Curriculum design has improved in the secondary phase through the addition of elective subjects that provide a variety of educational pathways available to older students. Teachers rely upon the CBSE curriculum but do not provide the necessary enrichment and independent research opportunities for students to experience lessons that do not limit their learning. The provision for the health and safety for all students and staff is very good. All staff members are trained in the child protection policy and understand their responsibilities. School personnel are assisting students to find alternative secondary placements as they approach final grade levels. The care and support of students of determination is improving.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> The school has a new leadership team whose impact upon students' progress is immediate. The KG and the middle phase show the most significant rates of improvement. Senior leaders have refined the methods that teachers use to analyse data. Modified teaching strategies have emerged to meet the needs of the various groups of students. The professional development of middle leaders has been set as a priority. The school is well-resourced with adequate staff and facilities to meet its purpose.

The best features of the school:

- The good progress made by KG and middle phase students in English, mathematics, and science
- The success of Islamic education in helping students embrace Islamic values and UAE culture
- The very good provision for the health and safety for students and staff
- The positive partnerships between parents and the school
- The determined commitment by governors to provide competent personnel and adequate resources.








Key recommendations:

- Improve progress in Arabic as an additional language by maintaining consistency in the implementation of differentiation strategies based on students' starting points.
- Secure improvement in the care and support of all groups of students by:
 - ensuring that teachers and support staff have appropriate training to manage the level of challenge presented by the diversity of need in their classrooms
 - providing sufficient and robust monitoring to make certain that the necessary curriculum modifications are applied consistently
 - developing carefully-crafted success criteria so that curriculum standards are met or exceeded, and teachers are able to assess progress accurately.
- Improve the impact of assessment by:
 - using more rigorous assessment criteria so that teachers recognise the characteristics of the highest levels of learning
 - developing consistency in assessment tools so that comparisons between grades and phases are more reliable
 - analysing assessment data with a stronger focus on the progress made by different groups of students.
- Raise attainment and progress in all key subjects, especially in the primary phase, by:
 - building on students' achievements to ensure that outcomes exceed curriculum expectations
 - using high quality questioning which demands that students apply their knowledge to new evolving circumstances.

Overall School Performance

Acceptable

1. Students' achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good ↑	Good ↑	Not applicable
 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 ↑	Weak	Not applicable
	Progress	Not applicable	Acceptable	Weak	Not applicable
 English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Good ↑	Good ↑
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Good	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Good	Good ↑
 UAE Social Studies	Attainment	Acceptable			
Learning skills		Good	Acceptable	Good ↑	Good ↑

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

The effectiveness of leadership	Good ↑
School self-evaluation and improvement planning	Acceptable
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 (NAP), 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

is approaching expectations

- The data indicates a significant drop in the 2019 ASSET attainment of students, compared to the previous year, in English, mathematics and science. ASSET results for attainment in the primary, middle and upper phases indicate weak progress when compared to the Cognitive Abilities Test (CAT4) scores. A significant proportion of students left or joined the school over the 2018-2019 academic year. Nevertheless, the progress of the students who remained in the school is better.

Impact of leadership

is approaching expectations

- Leaders at all levels have contributed to the priorities in the action plan for embedding the key elements of the National Agenda. The foundations of the National Agenda have been established across the school. The use of assessment information to inform planning of lessons is not fully developed, particularly in the primary school.

Impact on learning

is approaching expectations

- Teachers' and support staff's understanding of the different elements of critical thinking, problem-solving and reasoning skills is at an early stage. There are some examples of existing good practice, but this is not a central feature of learning. School leaders have this as a priority for development.

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

For Development:

- Use the analysis of assessment data to develop strategies that will improve the progress of all groups of learners.
- Provide training for teachers, particularly in the primary school, to help them develop learning activities that extend students' abilities and potential.
- Develop students' use of critical thinking, problem-solving and reasoning abilities across the school.

Moral education

- The UAE's Moral Education Programme (MEP) is taught as a distinct subject. The MEP curriculum and sequence of units are supported by creative and practical experiences that take learning beyond the classroom and encourage students to collaborate and take increasing responsibility for their learning.
- Most teachers plan engaging lessons and use resources effectively, but the use of questioning and challenging work to promote critical thinking and discussion is inconsistent. Students participate actively, using reflective thinking and problem-solving, to justify ideas, explore MEP at their own levels, make connections with their own experiences and share personal perspectives.
- Well-structured assessment processes are aligned to what is taught and learned. This enables the tracking of students' progress in skills, knowledge, reasoning and real-life applications. Student outcomes are included in reports to parents four times a year.

The school's implementation of the moral education programme is above expectations.

For Development:

- Ensure that questioning is used to encourage critical thinking and insightful discussion in lessons and activities.

Reading across the curriculum

- Standardised reading assessments, plus teachers' professional judgements, are used to identify skill competencies and areas to develop for most students, especially those boys who underperform.
- Arabic and English lessons introduce new vocabulary to help students understand texts. The development of students' comprehension skills is not consistent in all subjects.
- Teachers in the KG, middle and secondary phases are more effective than in the primary phase in encouraging students to read for pleasure and to find out things for themselves in extended, open-ended tasks.
- Additional staff for team teaching and the enrolment of all students on the RAZPLUS digital reading programme have strengthened the provision substantially. Digital reading is embedded across the school.

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

For Development:

- Ensure that there is a consistent approach to the use of library lessons to challenge the more able readers and to support those who struggle to read independently.
- Train all staff on teaching reading effectively to the full range of learners in their classes.

Innovation

- All students can carry out research and are independent when using tablets or accessing resources on the system, but only few tasks are open-ended and require critical thinking.
- Students are starting to apply their creative and innovative skills through projects designed to support the local and wider community.
- Curriculum opportunities are provided to develop students' skills of innovation through initiatives like artificial intelligence and design. These are insufficiently built into the core subjects.
- Leaders have introduced a culture of innovation, for example, through the STEAM initiative that enriches the curriculum. Students have the opportunity to design, test and refine their own inventions.

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

For Development:

- Provide opportunities within the taught and wider curriculum for students to develop and apply innovative and technological skills to solve problems with creativity and independence.

Main Inspection Report

1. Students' achievement

Islamic Education

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

- The progress of the majority of students in primary and middle phases, in lessons and their recent work, is above expectations. Attainment is securely in line with curriculum expectations, with strong knowledge of Islamic concepts and faith.
- In the primary phase, students can confidently conduct the congregation prayer and explain tolerance concepts through role-play. In the middle phase, they debate about the repentance conditions in Islam. In all phases, they consistently refer to the Holy Qur'an, Hadeeth and Seerah to support their learning.
- The effective use of a progress tracker assists the majority of students in the primary and middle phases to make measurable progress with their recitation skills. However, their knowledge of Seerah and their application of recitation rules are not improving at the same rate.

For Development:

- Improve students' knowledge of Seerah and their application of Holy Qur'an recitation rules.

Arabic as an Additional Language

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

- In the primary phase, most students make steady progress in learning Arabic, and work samples now show improvement in attainment. Students in the middle phase are improving their skills at a slower pace. As a result, and based on students' starting-points, attainment remains below expectations.
- Listening is the strongest skill in all grades. Reading is improving rapidly, and students in all lessons are expanding their vocabulary. Using new vocabulary to extend speaking and writing is most developed in the primary phase. Writing skills are developing in the middle phase but lack consistency.
- As demonstrated in the primary phase, speaking opportunities enable students to improve their language development as they build on their previous knowledge. In work samples, middle phase students' writing is more consistent when they follow lesson prompts than when they are writing independently.

For Development:

- Improve students' progress, especially in the middle phase, by
 - maintaining consistency in implementing strategies of matching work to students' starting points.
 - providing students with opportunities to extend their speaking and writing by building on their previous knowledge.

English

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

- The majority of students listen, understand and respond confidently in English. KG and primary students use a richer range of vocabulary in speaking than in writing. Middle and secondary students make faster progress in planning, editing and improving their independent writing.
- Most students' reading skills are improving as a result of regular practice, but their comprehension skills are not sufficiently developed to support independent writing. Middle and secondary students are more confident to recognise implicit and explicit meaning in texts they read.
- Improvements in most students' personal literacy skills are evident as a result of effective monitoring. Secondary and middle phase students evaluate and improve their own writing. All students are keen to debate, but discussion is limited by students' lack of expressive language, particularly vocabulary.

For Development:

- Enhance students' reading and writing by using active learning strategies, including discussion in lessons.
- Improve guided reading in primary classes to close gaps in students' comprehension of text, so that most reach age-appropriate standards.

Mathematics

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

- Opportunities to investigate, such as through digital coding, enable children in the KG to make good progress from their starting points. In the middle phase, students have good opportunities to solve problems and develop their mathematical reasoning through discussions. In primary, middle and secondary phases, levels of attainment and progress indicated by internal test results are considerably higher than those evident in lessons and workbooks.
- Students' mathematical knowledge is better than their application of learning to investigation and interpretation. Students are not skilled at writing at length about their methods and ideas.
- Students' skills in mental arithmetic are developing, but too many students at all levels do not know the multiplication tables. Gaps in students' knowledge are closing due to some modifications of the mathematics scheme of work.

For Development:

- Ensure that students are able to recall and use multiplication and division facts.
- Develop students' investigative skills and their written explanations of their reasoning.

Science

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

- Students' assessment information, combined with wider inspection evidence, indicates that progress in key scientific concepts and ideas is strongest in the secondary phase. These older students show greater rates of progress, in assessments and in lesson activities, than those of students in the primary phase.
- After a strong start in the KG, as students move through the school, they strengthen their abilities to communicate increasingly-complex ideas accurately and with detail. In the primary phase, students' use of literacy and numeracy skills is less developed.
- Investigative activities increasingly support learning in some grades. In the primary phase, investigations are sometimes over-supported or insufficiently challenging. Progress is less strong where students struggle to understand how scientific ideas connect.

For Development:

- Develop students' scientific inquiry, literacy and numeracy skills, especially in the primary school.
- Help students build and connect scientific ideas to enable them to better understand scientific principles.

UAE Social Studies

All phases

Attainment

Acceptable

- Achievement in UAE social studies varies markedly from grade to grade and phase to phase. The differences between the phases are more dependent on the quality of teaching than on students' learning skills. This first coverage of the Ministry of Education (MoE) curriculum is having variable outcomes.
- Monitoring of teacher planning and curriculum alignment is having positive impact on the quality of lessons. The level of rigour found in lessons is rising. Students in all phases use instruction technology capably to enrich their classroom experiences. Some independent learning is emerging.
- The MoE curriculum is new to most teachers. They are carefully tracking students' performance against curriculum standards. Few lessons are encouraging students to reach beyond those standards.

For Development:

- Enrich the curriculum and challenge students in lessons to enable them to achieve beyond the curriculum standards.

Learning Skills

	Kindergarten	Primary	Middle	Secondary
Learning skills	Good	Acceptable	Good ↑	Good ↑

- Most students show a genuine interest in learning. Primary students tend to be over-dependent on teachers' directions, which limits their progress rate. Middle school students are given more opportunities to develop their thinking, planning and collaborative skills.
- All students use technology with increasing confidence for research and accessing resources. Students' critical thinking and their ability to design their own solutions to problems are limited features of learning. Older students listen well to their peers' points of view but only occasionally challenge them.
- KG children make good connections between areas of learning and relate these to everyday experiences. Primary and secondary students get fewer opportunities to make meaningful connections between their learning skills and to apply these in new contexts.

For Development:

- Integrate innovation, problem-solving and critical thinking skills more regularly into lessons.

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

	KG	Primary	Middle	Secondary
Personal development	Good	Good	Good	Good

- Throughout the school, students demonstrate positive and responsible attitudes. They understand the needs and the differences of others. They respect their teachers and appreciate the role of the school in their development.
- Students are respectful and keen to greet school visitors. They resolve difficulties in mature ways and, as a result, bullying is very rare. They demonstrate secure understanding of safe and healthy living, and they participate in activities to promote a safe and healthy lifestyle.
- Students arrive at school with positive attitudes. They are punctual to lessons and assemblies. Their behaviour in lessons, in the corridors and during break times is admirable. Their attendance is good and improves as they get older.

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

- Students have good knowledge and understanding of Islamic concepts, such as the Five Pillars of Islam. They can name many values in Islam and can recognise the importance of charity, respect, kindness and honesty. They participate in school events, such as Ramadan Iftars and trips to the Grand Mosque.
- Students appreciate the heritage of the UAE. They participate in National Day and Flag Day. The displays across the school reflect reasonable knowledge and understanding of UAE culture. Students value charity and tolerance. They recognise the efforts made to diversify the economic base of the country.
- Students appreciate the multi-cultural aspects of Dubai, along with the variety of cultures that contribute to its society. They feel proud of their own culture and respect other cultures. Children in the KG demonstrate age-appropriate levels of knowledge and appreciation of the opportunities that Dubai provides.

	Kindergarten	Primary	Middle	Secondary
Social responsibility and innovation skills	Good ↑	Acceptable	Good ↑	Good ↑

- Older students are developing greater maturity in their approach to their work. Secondary students embrace opportunities of entrepreneurship to expand their creative ideas and develop their own projects. Children in the KG are active participants in environmental activities.
- Students in all phases have a growing awareness of how they can support the school and the wider community through the many different roles of responsibility available. The sustainability of the earth's resources and the impact of pollution increasingly feature in students' discussions.
- Students have taken a central role in identifying a number of project opportunities and have produced an A-Z of innovation. They share ideas of anti-bullying and global warming with schools in other countries. They make collections of toys and books for the underprivileged in India.

For Development:

- Improve the attendance record in the KG and Primary.
- Enhance students' understanding of Islamic values and world cultures, especially in the primary phase.
- Encourage primary students to develop a more positive work ethic.

3. Teaching and assessment

	Kindergarten	Primary	Middle	Secondary
Teaching for effective learning	Good ↑	Acceptable	Good ↑	Acceptable

- KG teachers make effective use of their observations to adapt their lesson plans to enable children to build on what they already know and can do. Middle school teachers are skilled at planning engaging and challenging tasks, in which students are able to discuss their ideas.
- A few primary teachers ensure that students understand what they are learning and how to measure their success. However, too many primary teachers focus on completing the task rather than on consolidating the learning.
- Teachers' knowledge of their subjects is good and their approach to lesson planning is consistent. Most lessons have activities planned for five levels of ability, but not all teachers ensure that the tasks enable all groups of students to learn what is intended.

	Kindergarten	Primary	Middle	Secondary
Assessment	Good ↑	Acceptable	Acceptable	Acceptable

- Assessment systems and processes are organised clearly across the school. These are stronger in the KG, where teachers know their children’s needs and abilities well. These teachers use assessment information to plan learning activities that enable most children to learn well.
- Teachers across the school understand their students’ strengths and weaknesses with growing confidence. The use of this information is improving. Teachers in the KG use it to collect more accurate evidence of learning. In the other parts of the school, the use of assessment data to guide learning is variable.
- Leaders use the improved systems for collecting, analysing, sharing and using assessment information to chart students’ performance in more detail and to adjust their support and challenge for learning. The full effect of this work is yet to become equally evident across the school.

For Development:

- Use assessment information to better match learning activities to students’ needs and abilities to enable them to make stronger progress.

4. Curriculum

	Kindergarten	Primary	Middle	Secondary
Curriculum design and implementation	Good	Acceptable	Acceptable	Acceptable ↑

- The curriculum continues to focus more on content than on skills in most key subjects. Skills are better planned in the middle and secondary phases, where inquiry, investigation and reasoning skills of science and mathematics are incorporated. Most lesson plans have tasks with varying levels of challenge. Within lessons, these have limited focus on consolidation of subject-related outcomes.
- The scheme of work in the KG, which is based on EYFS with thematic programmes, encourages interdisciplinary learning. In the middle and primary phases, cross-curricular links are better designed in Islamic education and Arabic than in the other subjects.
- The secondary curriculum has been revamped to meet all CBSE requirements as well as to develop students’ understanding of concepts and application skills. A wider range of curricular choices, including art and design, is now offered.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum is appropriately structured to meet the needs of most groups of students, but opportunities to challenge the more able are inconsistently planned. The personalised educational goals provide limited support for students of determination. Modification in lessons is mostly by assigning different tasks or re-teaching, and it does not provide appropriate challenge to individuals or groups.
- Links with Islamic values, Emirati culture and UAE society are appropriately embedded in what is to be taught and learned. This reflects in the school environment, students' behaviour and work ethics.
- Choices for extra-curricular activities help promote students' talents and interest. The school has introduced some opportunities for student-led initiatives related to environmental conservation, sustainability and social contribution. However, these do not involve most students adequately.
- Senior leaders support and review the curriculum. Hence, Arabic is taught in KG 2 for 40 minutes each week to initiate the development of children's listening and speaking skills.

For Development:

- Ensure the effective implementation of activities that are designed to develop conceptual understanding and related skills across all phases.
- Adapt the curriculum to meet the needs of all groups of students and challenge them adequately to achieve their potential.
- Integrate more opportunities for student-led initiatives, open-ended learning and innovation skills.

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

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

- Effective child protection policies and procedures ensure staff and students know how to report any concerns. These are treated in confidence and with sensitivity. Through workshops on e-safety and anti-bullying campaigns, students learn how to stay safe and how to deal with cyberbullying.
- The medical team is highly successful in promoting healthy lifestyles through regular check-ups and personalised programmes of diet and exercise. Healthy snacks are on sale, and KG children's lunchboxes are checked.
- The building is well-maintained, and record keeping is very good. Arrangements for transport by bus are highly effective in ensuring students are kept safe. Health and safety issues that are brought to the attention of the school are dealt with thoroughly and promptly.

	KG	Primary	Middle	Secondary
Care and support	Good	Acceptable	Acceptable	Acceptable

- The KG provides a positive and caring environment. Across the school, teachers and students demonstrate strong, respectful relationships. Effective strategies are in place to promote good attendance and behaviour.
- Identification procedures for students of determination and those with gifts and talents are in place. However, the quality of support and the learning opportunities to enable these students to reach their potentials remains variable.
- Students' well-being and personal development are monitored. Students and their families have access to the school counsellor who provides guidance as needed. However, advice on career and higher education pathways remains under-developed.

For Development:

- Ensure the support and learning opportunities for students of determination and those with gifts and talents are carefully structured to help them achieve their potential.
- Ensure that procedures are in place to provide careers guidance and support for older students and their parents.

Inclusion of students of determination


Provision and outcomes for students of determination	Acceptable
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- The school's vision as an inclusive school is evident in welcoming students that have a range of needs. There has been investment in staffing and resources, but there is insufficient monitoring of the quality of provision by school leaders.
- A range of assessment tools support the inclusion team in the identification, using KHDA criteria, of students with barriers to learning. Early identification on entry to the school supports the implementation of appropriate interventions.
- Partnerships with parents are positive. There is regular communication, and parents contribute to the Individualised Educational Plan (IEP) reviews. The inclusion team is approachable and provides parents with guidance on how to support their children at home.
- The effectiveness of learning support is variable. The modification of what is to be taught and learned and teachers' planning are not always sufficiently well aligned to meet the needs of students of determination. The support provided in class by learning support assistants (LSAs) and other adults can sometimes hinder students' social engagement and independence.
- In lessons, progress is linked directly to the quality of teaching. Where teaching is engaging and skilfully crafted to reduce barriers to learning, students of determination make accelerated progress. Over time, some students are moving closer to age-related standards in their learning.

For Development:

- Develop effective strategies to evaluate the quality of provision and secure improvement through targeted professional development.

6. Leadership and management

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

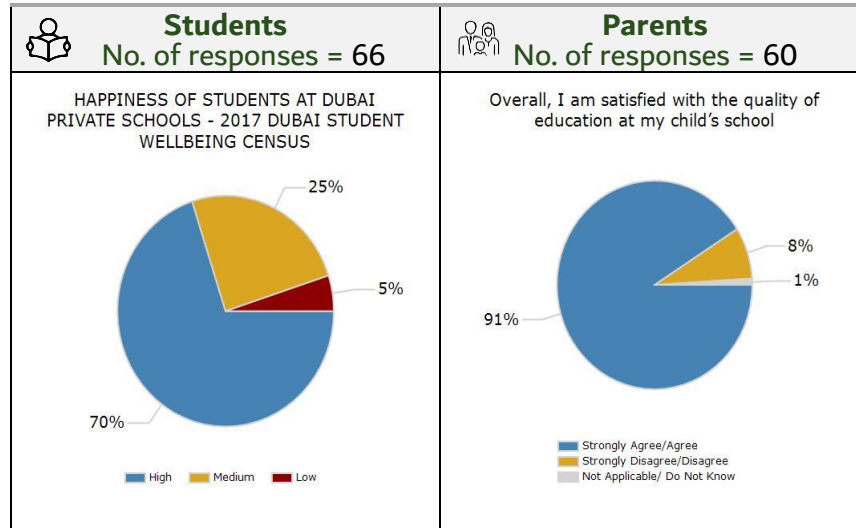
- The new leadership team, led by the principal, has had immediate impact upon teaching and learning. Focused professional development has been provided for teachers on the importance and use of data analysis. Learning journals, prepared by each teacher, contain a comprehensive profile of students in their lessons. Leaders carefully monitor lesson planning to ensure that separate groups of students receive appropriate learning experiences. The principal maintains daily focus on school improvement.
- Internal and external school data are analysed in the school's self-evaluation processes, although the evaluations are sometimes higher than the data indicate. Monitoring of teaching quality is done regularly and has resulted in an appropriate evaluation of performance. School improvement plans are well-developed and focus upon recommendations from the previous inspection report. The school is beginning to see some improvement in student achievement, particularly in the middle phase.
- The school has made successful efforts to engage parents as learning partners. School personnel make themselves available to parents through personal contact, telephone conversations, access to the school's assessment programme and other means. Parents' views are welcomed. Reporting is regular, sometimes daily for younger children. Parents state that when they contact the school, their calls are returned promptly. The school assists students in securing internship opportunities and guides them towards volunteer experiences in the community.
- The governing board contains a variety of stakeholders, including parents and students. The input of these stakeholders is important to gain better knowledge of the running of the school. The board has detailed knowledge of the schools' outcomes from all available assessment data. Governors review the school's action plan and its self-evaluation. They hold senior leaders accountable for the academic and personal development of all students. Recent actions of the board have resulted in generous staffing to ensure that student outcomes improve.
- The school is well managed. The building is suitably adapted for those with limited mobility. There has been significant investment in resources through providing digital tablets for students and the appointment of additional teachers. The rate of attrition among the teaching staff is dropping. Staff have not received sufficient high-quality training on how to support the wide range of students' need in lessons.



For Development:

- Prepare middle leaders to become more effective monitors of planning, teaching and assessment within their areas of supervision. Set high expectations, including performance goals for their responsibilities, and examine student outcomes to determine their success.

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.



 <p>Students</p>	<ul style="list-style-type: none"> The large majority of students report that they have positive relationships with adults at the school. Students hold teachers in high esteem and believe they are supportive. A large minority of students worry about their personal well-being as well as their future. Many believe they should be more persevering, but the majority are pleased with the circumstances of their lives. Almost all students have a sense of belonging to the school.
 <p>Parents</p>	<ul style="list-style-type: none"> The large majority of parents indicate that they are pleased with the quality of education their children are receiving. The large majority feel that the school listens to the concerns they have for their children's well-being. Parents overwhelmingly feel that their children are safe at school and that teachers are caring. A small number of parents have reported their concern about bullying.

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