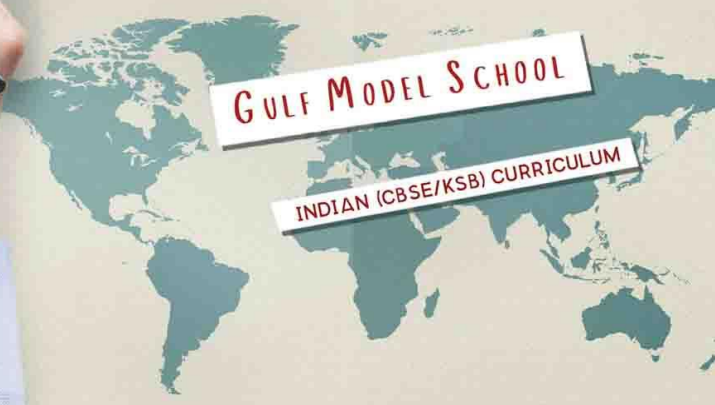


THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



INSPECTION REPORT

2017-2018



Contents

School information	3
The DSIB inspection process	4
Summary of inspection findings 2017-2018.....	5
National Priorities	9
Main inspection report	11
1. Students' achievements	11
2. Students' personal and social development, and their innovation skills.....	14
3. Teaching and assessment	16
4. Curriculum	17
5. The protection, care, guidance and support of students.....	18
Inclusion of students with SEND (Students of determination).....	19
6. Leadership and management	20
The views of parents, teachers and senior students.....	21

School information

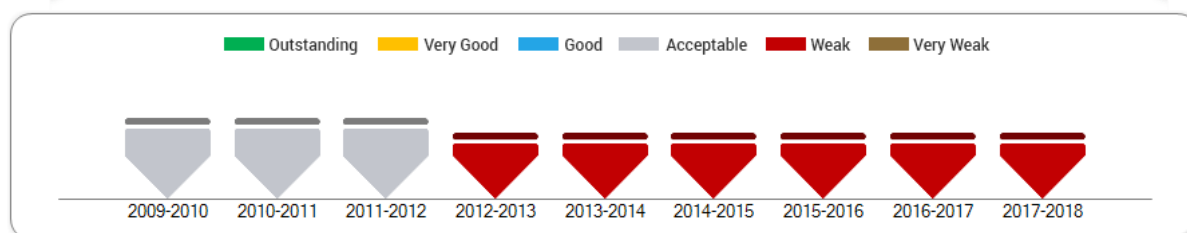
General information	
Location	Al Muhaisnah
Type of school	Private
Opening year of school	1979
Website	www.gulf model school.com
Telephone	042544222
Address	P.O Box: 13683Muhaisnah - 4Dubai.
Principal	Mr V.R.Jayaprasad
Principal - Date appointed	9/5/2017
Language of instruction	English
Inspection dates	25 to 28 September 2017

Teachers / Support staff	
Number of teachers	86
Largest nationality group of teachers	Indian
Number of teaching assistants	3
Teacher-student ratio	1:28
Number of guidance counsellors	3
Teacher turnover	30%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	2464
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	128
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CBSE / CBSE, Kerala State
External tests and examinations	CBSE
Accreditation	CBSE
National Agenda benchmark tests	ASSET, IBT

School Journey for Gulf Model School



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Gulf Model School was inspected by DSIB from 25 to 28 September 2017. The overall quality of education provided by the school is **weak**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Senior leaders do not have the experience or skills to tackle the inherent weaknesses in the school. School improvement plans for monitoring and supporting the school do not place enough emphasis on the core business of teaching and learning or consider what staff training might be required to ensure maximum impact. They are having too little impact on improving the quality of provision and outcomes for students and do not, therefore, demonstrate the capacity to improve.

Students' achievement

Students' attainment and progress remain weak in the Kindergarten (KG), primary and middle phases. In English, in the secondary phase and in Arabic as an additional language in the middle phase students' progress has declined to weak. The exception to this is in Islamic education where students' progress has improved to acceptable.

Students' personal and social development, and their innovation skills

Students' personal development is a strength of the school. Students' attitudes and behaviour are generally good. Students' understanding of Islamic values and other world cultures remain acceptable. Innovation skills, including the use of technology are not developed well.

Teaching and assessment

Teaching is weak in the KG and primary. It has also declined to weak in the middle phase. Lessons remain teacher directed encouraging passive responses from the students. Assessment remains weak throughout the school. Teachers are not using assessment information to match work to the needs of all students.

Curriculum

Curriculum implementation remains weak across all phases. Opportunities for students to develop their learning skills in the key subjects, particularly in the KG and early primary phases are limited. Curriculum modifications to support the needs of different groups of students are weak.

The protection, care, guidance and support of students

Robust systems to ensure students' safety are not in place. School leaders have not implemented effective and rigorous procedures for the care, welfare and support of students. Whilst the school transport system and the medical facilities are efficient and have good supervision, overall health and safety procedures have declined to weak.

What the school does best

- Students' good attitudes to learning, behaviour and their positive relationships with staff.
- The drive, determination and commitment of staff.
- The school's effective communication with parents.







Key recommendations

- Urgently improve the effectiveness of leadership by:
 - appointing a well-qualified, skilled and suitably-experienced principal who is approved by KHDA
 - ensuring the governing body understands the action the school is taking to raise students' achievement and holds school leaders to account for the impact of this work
 - establishing clear criteria for judging the impact of leaders' roles and responsibilities, so that individuals can be held to account for necessary improvements
 - developing leaders' skills in checking teaching and learning and holding all teachers to account for students' progress.
- Senior leaders should develop the capacity of all teachers so that they:
 - use available internal and external assessment information to set work for students that matches their abilities
 - make the necessary modifications to lesson content and approach to help ensure that students with special educational needs/disabilities (SEND) make good progress.
- Ensure students, staff and parents are safe on the school premises by:
 - developing evacuation and child protection procedures that are understood and rigorously implemented by all staff .

Overall School Performance

Weak

1. Students' Achievement

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↑	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	Weak	Weak
	Progress	Not applicable	Acceptable	Weak ↓	Weak
English 	Attainment	Weak	Weak	Weak	Weak
	Progress	Weak	Weak	Acceptable	Weak ↓
Mathematics 	Attainment	Weak	Weak	Weak	Acceptable
	Progress	Weak	Weak	Weak	Acceptable
Science 	Attainment	Weak	Weak	Weak	Acceptable
	Progress	Weak	Weak	Weak	Acceptable
		KG	Primary	Middle	Secondary
Learning skills		Weak	Weak	Weak ↓	Acceptable

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

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

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Weak	Weak	Weak ↓	Acceptable
Assessment	Weak	Weak	Weak	Weak

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Weak	Weak	Acceptable	Acceptable
Curriculum adaptation	Weak	Weak	Weak	Weak

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Weak ↓	Weak ↓	Weak ↓	Weak ↓
Care and support	Weak	Weak	Weak	Weak

6. Leadership and management

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

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Students' attainment as measured by the National Agenda Parameter (N.A.P) is below expectations in English, mathematics, and science.
- The school meets the registration requirements for the N.A.P.
- The school does not have a National Agenda action plan. This reflects the weak commitment of the leadership to the National Agenda and their weak understanding of the importance of data analysis in school improvement.
- The school has not analysed the N.A.P data. IBT and CAT4 data is available in the school. However, the analysis of the data to inform teaching or to map the curriculum has not been a priority.
- Subject departments have plans to incorporate TIMSS and PISA questions into their internal assessments. There are no plans to modify the curriculum.
- Teachers make limited use of assessment information. They rarely adjust their teaching. Practical activities have limited effect due to the large group sizes and the lack of resources in the school..
- The N.A.P has had very limited impact on students' experiences in learning. Students use resources such as computers to run basic research outside of the classroom.

Overall, the school's provision for achieving its National Agenda targets is below expectations..

Moral Education

- The school is not yet teaching the required UAE Moral education programme. A Moral science programme is in place for non-Muslim students.
- Lesson observations indicate that students are encouraged to think critically about social issues.
- Students generally collaborate and work together in groups to produce ideas in moral education lessons.
- There is no systematic assessment of students in the Moral Education programme.

The school's implementation of the moral education programme is under-developed.

Social Studies

- The UAE social studies curriculum has been implemented this year and follows the designated learning outcomes.
- Development of cross-curricular links are not integrated into the syllabus and therefore students' transfer of learning between UAE social studies and other subjects is not evident.
- Students show an interest in learning about the UAE and contribute positively to discussion.
- Assessments are inconsistent. They are generally restricted to measuring students' knowledge and have limited use as measures of progress or to inform future teaching.

The school's implementation of the UAE social studies is developing.


Innovation in Education

- There are limited opportunities for students to display creativity across the school in most subjects. Enquiry, using technology and research are not features of student learning.
- Opportunities for students to develop leadership skills through projects within the school and in the school community are not effective.
- Most teachers do not identify critical thinking in their lesson planning. As a result of ineffective teaching strategies in many lessons the skills of innovation are not promoted.
- Staff very rarely make any significant modifications to the curriculum. Consequently, a culture of innovation is not apparent in the school. Innovation is identified for development in the coming year.
- School leaders have not developed a coherent or clear strategy for promoting innovation. No thought has been given to developing key partnerships to support the implementation of a culture of innovation.

The school's promotion of a culture of innovation is under-developed.

Main inspection report


1. Students' achievements

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↑	Acceptable ↑	Acceptable ↑

- In Islamic education, most students across the school demonstrate levels of achievement that are in line with the Ministry of Education (MoE) curriculum standards. Students make acceptable progress over time. By the end of the secondary phase, they demonstrate a secure knowledge of Islamic law.
- By the end of the secondary phase students are keen and confident in presenting their work to their peers. However, presentations are not always supported by quotations from the Holy Qur'an.
- Students' progress in lessons, in their recent work and over time, has improved to acceptable in all phases. This is because key skills, such as recitation and memorization, have been slightly strengthened.

For development


- Provide exemplar models of recitation from the Holy Qur'an and hadeeth and staff development in order to enhance their pronunciation.

		KG	Primary	Middle	Secondary
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Weak	Weak
	Progress	Not applicable	Acceptable	Weak ↓	Weak

- Students in the primary phase attain levels that are in line with curriculum standards. In the middle phase, whilst students' attainment levels remain acceptable their progress has declined to weak. In the secondary phase both attainment and progress remain weak.
- Most students demonstrate acceptable listening skills. Students' speaking skills, especially in the middle and secondary phases, are weak. Students are not able to engage in simple dialogue and find it difficult to express their ideas. Students' independent writing skills are particularly weak in the middle phase.
- Only a minority of students in the middle phase are able to read a range of simple sentences. Reading comprehension is weak overall. Students' skills in writing are not improving. They are not able to write independently.

For development


- Increase the opportunities for all students to write independently and develop their speaking skills, for example through role play.

		KG	Primary	Middle	Secondary
English 	Attainment	Weak	Weak	Weak	Weak
	Progress	Weak	Weak	Acceptable	Weak ↓

- In English students' attainment and progress remain weak as measured against curriculum standards and in external assessment. Students' progress in the middle phase remains acceptable.
- Although phonic skills are taught in the KG, progression is not systematic. Teachers do not take children's different starting points into consideration, when planning activities. By the end of the phase, only a few children are able to read simple words. In the remaining phases most students struggle to read fluently and write independently.
- Overall, students' achievement remains at the levels of the previous inspection, with a declining picture in the progress students make in the secondary phase. Few opportunities exist for students to engage in critical thinking exercises and deepen their thinking and understanding.

For development


- Develop and implement a systematic approach to the teaching of phonic and increase the opportunities for students to develop their reading and creative writing skills across the school.

		KG	Primary	Middle	Secondary
Mathematics 	Attainment	Weak	Weak	Weak	Acceptable
	Progress	Weak	Weak	Weak	Acceptable

- In mathematics, internal and external data, lesson observations and students' work confirm students' attainment and progress remain weak in the KG, primary and the middle phases. As in previous years students' achievements are at an acceptable level in the secondary phase.
- The school does not use data to identify and address any gaps in students' learning. In the KG, children have limited opportunities to practise real-life number skills. Across other phases, students' ability to apply appropriate problem-solving strategies is under-developed.
- The overall level of attainment and progress of students across the school has not improved. Consequently students are underachieving as in previous years.

For development

- Improve students' mathematical knowledge, skills and understanding in problem solving by systematically and accurately extracting data from word problems and following the appropriate steps to find solutions.

		KG	Primary	Middle	Secondary
Science 	Attainment	Weak	Weak	Weak	Acceptable
	Progress	Weak	Weak	Weak	Acceptable

- Students' attainment and progress in science are acceptable in the secondary phase and weak in the remaining phases. The results from external assessments reflect these levels of attainment.
- Students can recall scientific facts but do not acquire new understanding of concepts through scientific exploration. They do not have regular opportunities to plan and carry out scientific investigations for themselves or to use their scientific knowledge to give explanations or solve problems.
- The school has external assessments in science and these have produced data on groups of students. However, insufficient use is made of assessment information to improve students' attainment and progress.

For development

- Enable students to learn new concepts through scientific processes and exploration with less emphasis on memorisation of facts.

	KG	Primary	Middle	Secondary
Learning Skills	Weak	Weak	Weak ↓	Acceptable

- In the KG, primary, and middle phases, students are passive and dependent upon teacher direction. In the secondary phase, students take greater responsibility for their learning. In all phases, few connections are made between subjects and real life.
- Opportunities for students to develop research, enquiry, and critical thinking are not evident across the school. There is little use of learning technologies as there are few technological resources available.
- Classroom practices offer limited opportunities for students to take responsibility for their learning. Prescribed group activities that do not require the participation of all students often result in disengaged and passive learners.

For development

- Plan lessons and activities that foster independence and allow students to take ownership of their learning.

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

	KG	Primary	Middle	Secondary
Personal development	Good	Acceptable	Good	Good

- Students have positive and responsible attitudes even in less effective lessons. Older students display a strong sense of self-awareness and self-reliance when taking responsibility for events such as school assemblies. In the primary phase, students are not given sufficient opportunities to express their ideas.
- Students know how to keep safe. Older students care for the younger students during break time. Overall attendance is good across the school. However, a significant number of students are late for school in the morning.
- The majority of students are aware of the importance of a healthy lifestyle. They talk about health issues in the morning assemblies. They are keen to participate in physical education and sports activities when given the opportunity.

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

- Students across the phases demonstrate an appropriate understanding of Islamic values. They appreciate and respect the role of Islam and understand how Islam influences aspects of life in the UAE.
- Students in the primary phase and children in the KG have a basic knowledge and understanding of the heritage of UAE. Older students have a limited understanding of world cultures.
- Students are proud of their own cultures. They can discuss their friends' religion, food and clothing, their knowledge of the wider range of nationalities in Dubai is restricted.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Across the school students' social responsibility skills remain at an acceptable level. They show respect and consideration for the needs of others.
- Older students are involved in recycling projects. Although most students are keen to participate, they often lack confidence in initiating projects. Students' understanding and knowledge of environmental issues are developing.
- Students across the school are developing their environmental awareness and are generally aware of the need to take care of their environment. The older students have a basic understanding of some of the global environmental issues.

For development

- Encourage students to initiate, lead and participate in projects.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Weak	Weak	Weak ↓	Acceptable

- Teachers across all phases have an acceptable knowledge of their subjects. However, this is more secure in the secondary phase where interactions are mostly positive and allow for dialogue in lessons. Across the other phases, teaching is weak because teachers do not engage students in their learning.
- Most teachers are not creative in planning activities to suit a range of ability levels. This is further hampered by teachers' weak understanding and use of assessment information. Teachers talking at the expense of students thinking independently, restricts the development of critical thinking, enquiry and problem solving skills.
- Improvements to the quality of teaching are limited. Teaching remains acceptable in the secondary phase. It has declined to weak in the middle phase, because the questions teachers ask are usually closed and do not allow students enough time to think before responding.

	KG	Primary	Middle	Secondary
Assessment	Weak	Weak	Weak	Weak

- The school's assessment processes are weak across the phases. The school does not make effective use of internal and external assessment information to modify the curriculum or to plan to meet the learning needs of different groups of students. Teachers' understanding of students' strengths and weaknesses is limited.
- The school has some assessment information on students' achievement, but it does not have the capacity to analyse the information and make effective use of it. The school does not systematically monitor students' progress over time.
- Information from external tests about different groups of students has not led to better student outcomes as rigorous analyses is lacking. Additionally, internal assessment procedures are not applied consistently across all subjects.

For development

- Use assessment information to plan meaningful lessons that meet the needs of all students and provide opportunities to develop students' critical thinking, problem solving, and independent learning skills.
- Analyse the internal and external assessment data to plan next steps in learning, to modify the curriculum, and to monitor students' progress better.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Weak	Weak	Acceptable	Acceptable

- Curriculum design and implementation remain weak in the KG and primary phases and acceptable in the middle and secondary phases. There is very little innovation or collaborative learning and an over-reliance on worksheets to deliver the curriculum.
- A strength of the curriculum is the structure which ensures smooth transition from one phase to another. However, the design limits opportunities for students to enter into further and higher education as there are limited choices offered.
- Students are not adequately prepared for the next phase of education, especially in the KG and primary phases. Limited improvements have been made as the curriculum has not been reviewed or evaluated for effectiveness.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Weak	Weak	Weak	Weak

- Across all phases, the curriculum is not adapted to meet the needs of groups of students. Students' classroom experiences are often limited to the study of textbooks. There is little modification that encourages students to be critical thinkers, researcher or innovators.
- The curriculum provides for a choice of either science or commerce. This is limiting particularly for students at the secondary level. Opportunities are rarely available for students to engage in creative activities or to use their entrepreneurial skills.
- The range of opportunities for students to display their knowledge of and appreciation for Emirati culture and the UAE is acceptable. Morning assemblies and the UAE social studies programme promote the culture and heritage of the UAE.

For development

- Develop a whole-school programme of continuous staff development which enables them to adapt the curriculum effectively to meet the needs of students.

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Weak ↓	Weak ↓	Weak ↓	Weak ↓

- The school's systems, policies and procedures for safeguarding students have declined to weak across the school. This is because safety checks are irregular, emergency procedures are inconsistent, and staff are not trained in implementing policies. Additionally, the school does not conduct regular fire drills and there are no clear procedures in the event of an emergency evacuation.
- Medical staff react quickly to students' accidents and illness as well as monitoring their well-being. The medical centre is well-equipped. Staff maintain detailed and accurate records. However, the school has not ensured that all staff, parents and students understand the procedures for child protection.
- Although, older students lead assemblies on health issues there is limited promotion of healthy lifestyles and living. The premises are barely adequate to support students' learning. Students do not have access to suitable facilities for physical education.

	KG	Primary	Middle	Secondary
Care and support	Weak	Weak	Weak	Weak

- Care and support remain weak across the school. Supportive relationships between staff and students underpin the on-going management of behaviour and care. However, arrangements to identify students with SEND and students who are gifted and talented are not in place, limiting the progress these students make.
- Systems to promote students' attendance and punctuality are not in place. Procedures to follow up absence and students arriving late for school are inconsistent.
- Overall the care and support for students has not improved. In most classes support for students with SEND and for students who are gifted and talented is not provided. Activities matched to individual needs, and opportunities for enrichment, are absent from almost all lessons.

For development

- Implement regular safety checks and ensure emergency procedures are consistent.
- Train all staff to implement policies, which keep all in the school safe and secure.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Weak

- Despite the appointment of an Inclusion Champion and a member of the governing body taking responsibility for inclusive education, there are no reliable systems for training staff, the accurate identification of students with SEND, or monitoring developments in this area.
- The identification of students with SEND is weak. There is no clarity in the terms used by the school. Some students have been misidentified with regard to their educational needs because teachers are not confident or experienced in identifying needs.
- Parents are welcomed into the school. They are satisfied with the level of communication and access they have with the special educational needs coordinator. They speak positively of the support their children receive. A few parents would like more support for their children.
- The large majority of teachers do not have a clear understanding of how to plan to meet the range of students' needs. Instead, they have the same expectations for all students. As a result, students often struggle to do what is expected of them.
- Students with SEND are rarely involved in the planning or review of their learning programmes. Progress in lessons for almost all students with SEND is weak. Consequently, many students with SEND are not well prepared for the next phase of learning.

For development

- Devise a high quality professional development programme for all staff in identifying students with specific needs.

6. Leadership and management

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

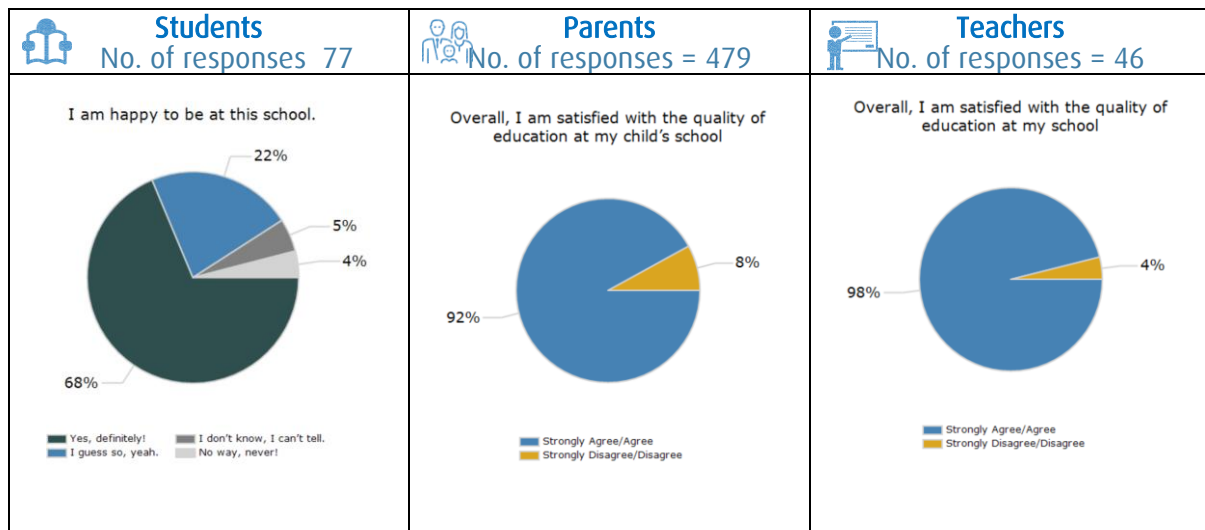
- The new senior leadership team's understanding of the strengths and areas for development in the school is very weak. Their perception of what good quality provision looks like, and how to lead and manage a large school are also very weak. The leadership of the school has not monitored provision or student outcomes effectively, allowing further weaknesses to develop. There is very limited capacity among the leadership team to improve the school.
- Systems for self-evaluation and monitoring the quality of teaching lack rigour and are not consistent across the school. Consequently, senior leaders do not have a realistic view of the school's strengths, weaknesses and priorities. The school improvement plan is not coherent nor aligned to a clear strategic direction. The recommendations from the previous inspection report have not been addressed.
- Parents remain positive about the school. They receive information on their children's progress and attainment linked to the curriculum. However, the reports provide limited information on how well students are performing against curriculum expectations, and limited guidance to help parents support their children's learning at home. Parents are not involved with the process of improvement planning.
- The governing body now includes representation from most stakeholders. The information they receive is not appropriately based on accurate self-evaluation. As a result, governors are not in a strong position to establish the priorities for development. Key senior leadership roles do not comply with the requirements set out by KHDA.
- Despite the many changes in leadership, the school operates adequately on a daily basis. Most staff are committed, loyal and hardworking. The majority have appropriate subject qualifications but not all have teaching qualifications. The premises and facilities provide a clean environment for learning. Limited specialist facilities, such as science resources and poor quality reading materials in classrooms, constrain students' independent learning experiences.




For development

- Develop self-evaluation systems, so that leaders use the UAE school inspection framework and Dubai Supplement to guide them more accurately.

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary 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"> No student survey analysis or comments returned.
 Parents	<ul style="list-style-type: none"> Almost all parents responding to the inspection survey are satisfied with the quality of education at the school. They felt their children are happy at school and believe their children learn well most of the time because of effective teaching.
 Teachers	<ul style="list-style-type: none"> Teachers who responded to the survey had positive view of all aspects of the school.

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