

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

VERY  
GOOD

المعرفة  
Knowledge

## INSPECTION REPORT

2017-2018

The Indian  
High School

Celebrating  
10 years of  
inspections

THE INDIAN HIGH SCHOOL

INDIAN (CBSE) CURRICULUM

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## School information

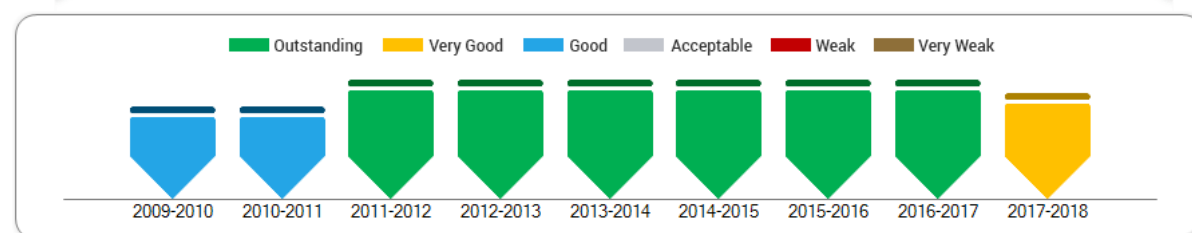
General information	
Location	Oud Metha
Type of school	Private
Opening year of school	1961
Website	www.indianhighschooldubai.org
Telephone	00971-4-3358851
Address	P.O.BOX 106 Dubai, Oud Metha Road, Dubai, UAE
Principal	Dr Ashok Kumar
Principal - Date appointed	9/2/1995
Language of instruction	English
Inspection dates	25 to 28 September 2017

Teachers / Support staff	
Number of teachers	454
Largest nationality group of teachers	Indian
Number of teaching assistants	4
Teacher-student ratio	1:12
Number of guidance counsellors	9
Teacher turnover	7%

Students	
Gender of students	Boys and girls
Age range	11-18
Grades or year groups	Grades 5 - 12
Number of students on roll	5631
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	334
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	CBSE
Accreditation	CBSE Full Member
National Agenda benchmark tests	ASSET

### School Journey for The Indian High 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

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

### Leadership and management

Senior leaders have overseen significant success in students' attainment. There is a clear educational direction for the school, based on the UAE's drive to raise standards. However, insufficient attention is given to the measurement of students' progress over time. Partnerships with parents and external organisations are a real strength. Governors provide extensive funds for building programme. A wide range of quality resources complement the provision and support school leaders' aspirations in enabling the school to run smoothly on a day-to-day basis.

### Students' achievement

Students' attainment is at least good and often very good. It remains outstanding in English, mathematics and science in the secondary phase. Students' progress is variable and there has been a decline in some subjects since the last inspection. Learning skills are very good. Students work well together and can take responsibility for their own learning when given the opportunity.

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

Students' personal development is a real strength and has remained outstanding in all respects. Their behaviour and attitudes are almost always excellent and their attendance is good. Students' awareness of Islamic values and of the UAE is well-developed and they make a significant contribution to the community and to caring for the environment.

### Teaching and assessment

Teaching and the use of assessment are generally better in the secondary phase than in the middle phase. In the best lessons teachers plan a range of activities to meet the needs and interests of most students. However, some teachers have the same expectation for all students regardless of ability and do not assess students' progress during lessons and over time.

### Curriculum

The curriculum is well designed in line with CBSE and Ministry of Education requirements. It provides a wide range of options for older students. Programmes for social studies and moral education are developing well. The curriculum is not always appropriately modified, particularly in the middle phase, to meet the needs of students with additional needs.

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

Attention given to the protection of students, and the quality of care, guidance and support is now very good rather than outstanding as it was in the previous inspection. Support for students with special educational needs and/or disabilities (SEND) is effective in the Learning Centre but not consistently effective in other classes.

### What the school does best

- Students' outstanding attainment in English, mathematics and science in the secondary phase.
- Students' capacity for independent learning.
- Students' personal development.
- The curriculum design and its wide range of options and combination of courses.
- The positive partnership with parents and the local and wider communities.







### Key recommendations

- Improve the rate of progress for students in Arabic as an additional language by ensuring teachers in the middle phase set aspirational and achievable objectives.
- Establish systems that will accurately measure students' progress over time.
- Make effective use of assessment information to plan lessons that meet the needs of different ability groups and improve their learning skills.
- Accurately identify students' needs according to the KHDA guidance for inclusion and the SEND categories, so that teaching and support are matched to need.

## Overall School Performance

Very good ↓

### 1. Students' Achievement

		Middle	Secondary
<b>Islamic education</b> 	Attainment	Good	Good
	Progress	Good	Good
<b>Arabic as a first language</b> 	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
<b>Arabic as an additional language</b> 	Attainment	Good	Good
	Progress	Acceptable	Good
<b>English</b> 	Attainment	Very good	Outstanding
	Progress	Very good	Very good ↓
<b>Mathematics</b> 	Attainment	Very good ↓	Outstanding
	Progress	Very good ↓	Very good ↓
<b>Science</b> 	Attainment	Very good	Outstanding
	Progress	Very good	Very good ↓
		Middle	Secondary
Learning skills		Very good	Very good ↓

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

	Middle	Secondary
Personal development	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding

## 3. Teaching and assessment

	Middle	Secondary
Teaching for effective learning	Good	Very good ↓
Assessment	Good	Very good ↓

## 4. Curriculum

	Middle	Secondary
Curriculum design and implementation	Outstanding	Outstanding
Curriculum adaptation	Good ↓	Very good ↓

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

	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good ↓	Very good ↓
Care and support	Very good ↓	Very good ↓

## 6. Leadership and management

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



## 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:**

- Attainment, as indicated by the National Agenda Parameter benchmarks, is above expectations in English and science and meets expectations in mathematics.
- The school meets the registration requirements for the National Agenda Parameter.
- The school is committed to the National Agenda. School leaders understand the importance of data analysis in driving forward improvement. The action plan identifies clear targets to implement National Agenda priorities. Systematic monitoring of their implementation is less evident.
- CAT4 data is used to identify the potential of different groups of students. Teachers' ability to use the data to plan individualised lessons is a developing feature.
- The school adapts its curriculum to meet the needs of the students based upon its data analysis and the TIMSS and PISA requirements.
- Teaching strategies are beginning to incorporate challenging questioning and involving the students in the justification of their answers. This is a strong feature of the better lessons.
- Technology is used in some lessons as a research tool.

**Overall, the school's provision for achieving National Agenda targets meets expectations.**

### Moral Education

- The programme of study is carefully aligned to the school's curriculum framework facilitating the development of students across both phases.
- Teachers have good subject knowledge and they provide a wide range of valuable learning resources to enliven learning.
- Students share their ideas enthusiastically and illustrate their views with real life examples and themes from other subject areas.
- Moral education is not yet formally assessed but parents are kept informed of their children's development in tests and projects.

**The school's implementation of the UAE moral educations programme is developing.**

### Social Studies

- The social studies curriculum is well-planned and provides a broad range of interesting topics for students from Grades 5 to 9 to study.
- Teachers' subject knowledge is strong and students' skills and understanding are developed progressively especially in lively class discussions.
- There is a positive learning ethos in most classes as ideas are shared and developed. There are, however, some inconsistencies in the use of technology and in-depth research to extend learning.
- Students' development is assessed carefully and reported to parents.

**The school's implementation of UAE social studies is well developed.**


## Innovation in Education

- Students are articulate and imaginative in their use of language. Overall, opportunities for innovative learning and creative thinking are limited.
- Students' work ethic is very well-developed. Philanthropy is encouraged and promoted very successfully, as is their overall commitment to contribute to the community and care for the environment.
- In the best lessons, lively discussion is used to extend students critical thinking skills but teachers' questioning is sometimes underdeveloped and the use of learning technologies is inconsistent.
- A range of opportunities to develop skills in innovation are identified in curriculum planning and lesson plans. For example, Grade 12 students undertake some entrepreneurship and marketing projects.
- The school leadership encourages innovation. School leaders have made various changes and some exciting programmes, introduced to the school curriculum, are genuinely innovative.

**The promotion of a culture of innovation is emerging.**

## Main inspection report

### 1. Students' achievements


		Middle	Secondary
Islamic education 	Attainment	Good	Good
	Progress	Good	Good

- Attainment and progress in Islamic education are consistently strong in both phases. Knowledge is consolidated and deepened as students make progress through the school in a range of Islamic concepts.
- The majority of students attain above curriculum expectations in Islamic Fiqh rules, and Seera. Middle phase students are developing their pronunciation and Tajweed skills well. However, understanding and interpretation of the Holy Qur'an is not as strong.
- The school has introduced an extra period for all grades in the middle phase where students are developing their memorisation of the Holy Qur'an. It has not fully impacted on the development of their understanding and interpretation skills.

#### For development

- Develop students' understanding and interpretation of the Holy Qur'an particularly in the secondary phase.




		Middle	Secondary
Arabic as an additional language 	Attainment	Good	Good
	Progress	Acceptable	Good

- Language skills develop at a faster rate in secondary, than in middle phase as more opportunities are provided for extended speaking, and reading. As a result, internal assessment results are stronger.
- Students across the school have well-developed listening skills and understand most of what they hear during interactions with the teacher and during basic conversations with each other. The ability to speak the language is stronger in the secondary phase.
- The level of challenge in speaking and writing in the middle phase is too low. Overall students' ability to write freely and independently is underdeveloped and constrains the achievements of all groups of students.

#### For development


- Increase the rate of students' progress in speaking and writing in the middle phase.

		Middle	Secondary
English 	Attainment	Very good	Outstanding
	Progress	Very good	Very good ↓

- Attainment across the four language skills are above the CBSE curriculum standard in all grades. Although the rate of progress has slowed in the secondary phase, final examination results at the end of the secondary phase remain outstanding.
- Despite the majority of students having English as an additional language, CAT 4 results indicate that they have the potential to make even stronger progress and attain at the highest level. Provision for the development of reading is substantial and is having a very positive effect across the school.
- The introduction of the DeSIRE reading programme is having a positive impact. However, it is not systematically connected to the development of writing skills.

#### For development


- Increase the rate of progress in both phases and provide frequent opportunities to extend writing skills.

		Middle	Secondary
<b>Mathematics</b> 	Attainment	Very good ↓	Outstanding
	Progress	Very good ↓	Very good ↓

- Student outcomes are outstanding in the final CBSE examinations and very good in the middle phase. As students move into the secondary phase their mathematical skills become more refined and they are more adept at applying these skills when solving challenging problems.
- Assessment data in both phases indicate that students are stronger in developing numerical concepts than spatial concepts. This is as a result of more opportunities being provided to deepen understanding of the language of number.
- Modifications to the curriculum, which focus on addressing students' weaknesses, are having a positive impact. This is reflected in the outcomes on the TIMSS and PISA tests where the school exceeded its targets.

#### For development

- Enable students in all grades in mathematics, to identify and solve extended mathematical problems linked to their daily lives.

		Middle	Secondary
<b>Science</b> 	Attainment	Very good	Outstanding
	Progress	Very good	Very good ↓

- Students' results are very good at the middle school and outstanding at the secondary phase. Most students attain at an outstanding level in the CBSE examinations and other external benchmarking tests.
- In the middle phase students demonstrate a very good understanding of science concepts and are able to apply their knowledge of scientific terms in simple investigations. In the secondary phase, progress slows. However, students are able to apply concepts when solving problems and conducting research and investigation.
- Modifications made to the curriculum are having a positive impact on students' progress. However, opportunities for extended and independent scientific enquiry are not consistently provided to enable all groups of students to think scientifically.

#### For development

- Use an enquiry approach in the teaching of science by including higher order thinking and evaluative questioning, so that all students are actively engaged and their progress is enhanced.

	Middle	Secondary
<b>Learning Skills</b>	Very good	Very good ↓
<ul style="list-style-type: none"> <li>Students in both phases of the school are highly motivated and eager to learn. In the middle phase they willingly follow their teachers' instructions, whereas in the secondary phase they are able to work very well independently when given the opportunity.</li> <li>All students collaborate constructively when working in groups. Most understand their roles and communicate their ideas effectively to their peers and teachers. When provided with the opportunity, they are able to search for information but the use of technology to support learning is limited.</li> <li>The introduction of weekly library lessons is having a significant impact on reading literacy across the school. In many classes, students have insufficient time in the latter part of lessons to develop their higher order thinking skills.</li> </ul>		

#### For development

- Provide more opportunities for students to work independently and develop strong critical-thinking and problem-solving skills.

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

	Middle	Secondary
<b>Personal development</b>	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Students have very positive and responsible attitudes. They demonstrate strong self-reliance and thrive on critical feedback when it is given. They are consistently self-disciplined in lessons and around school.</li> <li>Most students are very sensitive and show empathy to the needs and differences of others and are always eager and ready to help others.</li> <li>Students demonstrate an excellent understanding of safe and healthy living. They take part in physical exercise enthusiastically and carefully follow guidance from the school's medical staff.</li> </ul>		

	Middle	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Outstanding	Outstanding

- Students' understanding of Islamic values and the UAE are excellent across the school. Of particular note is the appreciation and knowledge that non-Muslims have for Islam and how it influences Dubai.
- All students show great respect for the heritage and culture of the UAE and are developing their understanding very well. Students are proud of their own culture but understanding of other world cultures is less strong.
- Planned programmes aimed at raising students' awareness of Islamic values and UAE culture have resulted in sustained and excellent outcomes.

	Middle	Secondary
<b>Social responsibility and innovation skills</b>	Outstanding	Outstanding

- Students are very proactive and responsible members of the school. The student council takes on various roles and responsibilities and is committed to contributing to the school community. Students willingly collect funds to donate to such organisations as Jalilah Hospital and Dubai's giving initiatives.
- Students demonstrate an excellent work ethic. The majority is resourceful and makes very good suggestions to improve systems in the school.
- Students demonstrate great care for their school and are very successful in improving its environment by, for example, keeping the school clean and planting trees. They willingly and enthusiastically participate in environmental projects such as cleaning the beaches in Dubai.



### 3. Teaching and assessment

	Middle	Secondary
Teaching for effective learning	Good	Very good ↓

- Teaching remains stronger in the secondary than in the middle phase. This is especially evident in science, English and mathematics where teachers' good questioning skills are used effectively to encourage lively discussions and some creative thinking and reasoning.
- In both phases, teachers show very good subject knowledge. They establish positive relationships with their students that lead to a productive learning environment in classrooms. Adequate resources are used well to advance learning but links between subjects are not as strong.
- Teachers do not consistently match the work they provide for students to their ability level so that all are appropriately challenged. In Arabic, teachers are improving the range of teaching methods they use but this is not fully evident in improved student outcomes.

	Middle	Secondary
Assessment	Good	Very good ↓

- Assessment is stronger in the secondary phase. Modifications to teaching strategies and the curriculum have more direct impact on student outcomes as they are targeted towards specific questions and elements in the CBSE examinations.
- A strength of assessment is the analysis of student performance in the benchmark tests and TIMSS and PISA. The analysis of areas where students performed well or under-performed gives the school an indication of areas on which they need to focus.
- Addressing students' weaknesses, as identified by the data analysis, is helping the school maintain high quality outcomes in external examinations. Whilst students' attainment is tracked effectively, the measurement and tracking of progress is not as well-developed.

#### For development

- Develop a system for monitoring students' progress accurately.

#### 4. Curriculum

	Middle	Secondary
<b>Curriculum design and implementation</b>	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>The school very effectively integrates the CBSE curriculum with the MoE curriculum, although the time allocation for Islamic education is not always sufficient. Planning ensures a smooth progression between and within the phases. A wide range of subjects is offered at the senior secondary level.</li> <li>Cross-curricular links, although inconsistent, are well established and evident in science, social studies and moral education. Effective links facilitate a better understanding of science concepts and enable students to make connections with real life.</li> <li>The school conducts regular reviews of the curriculum and effectively analyses all external test results to identify learning gaps. Some modifications are made to the curriculum in key subjects but they are not always matched to the needs of the individual learner.</li> </ul>		

	Middle	Secondary
<b>Curriculum adaptation</b>	Good ↓	Very good ↓
<ul style="list-style-type: none"> <li>Modifications to meet the needs of students are strong but not always precise. Identification of students' special needs allows the school to modify the curriculum to provide greater levels of challenge for students of all abilities. The impact of the modifications on students' outcomes is not consistent.</li> <li>The curriculum adaptations supporting innovation and enterprise range from good to very good, with several specialist programmes having impact. Project and enquiry based learning has resulted in greater opportunities for creativity and social contribution. Students are provided with extra-curricular activities to enhance academic and personal development.</li> <li>The school has long-standing links with the wider community in the UAE. Cultural and learning experiences are integrated in a sensitive and meaningful manner. A number of philanthropic activities deepen and embed students' appreciation of society.</li> </ul>		

#### For development

- Comply with the time allocation requirements for Islamic education in the secondary phase.
- Ensure all teachers use all available data to devise broader differentiated strategies that acknowledge learning styles and learning needs.
- Develop students' higher order thinking by providing them with opportunities to investigate independently and explore their own ideas and interests.

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

	Middle	Secondary
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Very good ↓	Very good ↓
<ul style="list-style-type: none"> <li>Health and safety, including child protection and safeguarding is very good across the school as there are very strong safeguarding and security measures in place to ensure all school community members are safe and secure.</li> <li>Overall, the school is safe. There is extensive supervision at all times around and maintenance procedures are very effective.</li> <li>The school is undertaking a significant refurbishment programme, which has reduced outdoor shading from the sun. The constrained space in classrooms sometimes adversely affects provision.</li> </ul>		
	Middle	Secondary
<b>Care and support</b>	Very good ↓	Very good ↓
<ul style="list-style-type: none"> <li>The care and support for students is very good in both phases. Students have confidence in their teachers and relationships are mutually respectful and positive. Behaviour management is supported by a range of policies that promote a culture of self-discipline and confidence.</li> <li>The arrangements to manage attendance and punctuality are established, effective and decisively implemented. Comprehensive identification systems for all students with SEND are being developed to support a wider range of interventions.</li> <li>Secondary students receive valuable and reliable personalised advice and guidance about career or higher education options. The school is very successful in its engagement with universities in India and is developing strong links with other countries.</li> </ul>		

## Inclusion of students with SEND (Students of determination)

### Provision and outcomes for students with SEND

Good ↓

- Governors and senior leaders are committed to reviewing policies in order to design a fully inclusive programme for students with SEND. However, there is a lack of clarity about the range of interventions required to enable students with SEND to make sustained progress.
- The KHDA categories for SEND are not being used systematically to identify specific needs and to design a range of targeted support.
- Communication with parents of students with SEND is underdeveloped. Parents are not provided with sufficiently accurate diagnostic information and advice to ensure they have a clear understanding of their children's learning needs.
- Modifications that are implemented in the Learning Centre are very good. However, in lessons the adaptations are not always planned effectively to provide stimulating curricular opportunities.
- Individual education planning to measure progress and outcomes is not precise enough to influence, consistently, effective development and implementation. Progress reflected in workbooks is stronger, particularly in English.

### For development

- Use a wider range of effective assessment procedures on entry and in classes to ensure the swift and accurate identification of students with SEND.
- Provide intervention and support which are well aligned to each student's individual profile of strength and areas in need of development.



## 6. Leadership and management

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

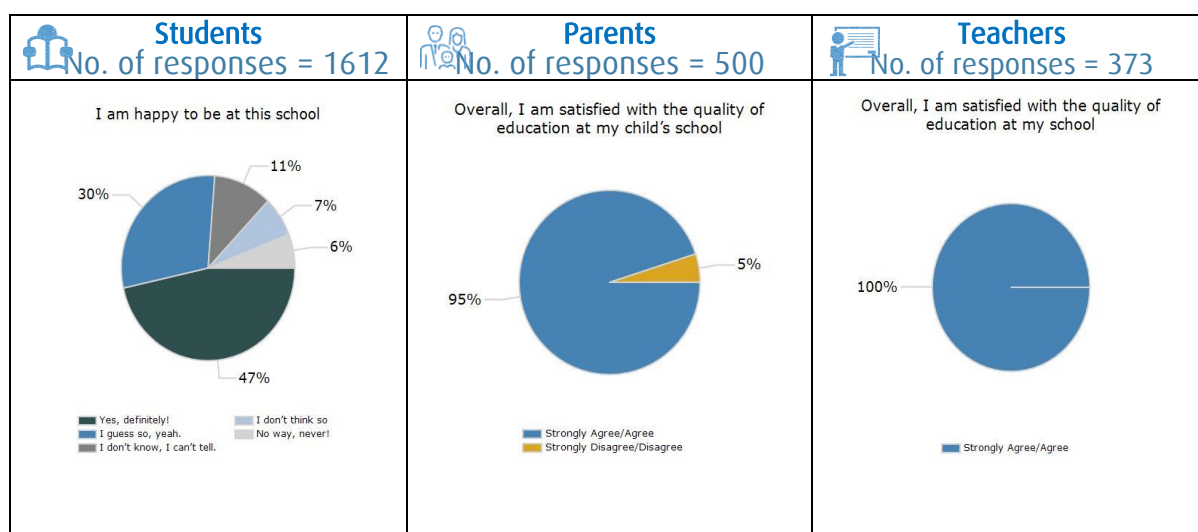
- Senior leaders are committed to the UAE national and Emirate priorities. They have overseen significant success in students' attainment in some core subjects. However, insufficient attention is given to ensuring that students of all abilities make consistently outstanding progress in lessons and over time. Consequently, there has been a decline in progress in English, mathematics and science.
- The self-evaluation process involves most staff and makes use of all data and information available. Monitoring of teachers is extensive and thorough in most respects. However, the understanding of how to assess students' progress in lessons and over time is less clear. Improvement plans identify some key priorities but do not include measurable targets.
- Almost all parents appreciate the school's provision for their children. They are confident in expressing their opinions and voicing any concerns and know they will be taken seriously. Communication is effective. Reports on students' achievements are regular and provide clear information. Extensive partnerships with external organisations, universities and other schools enhance students' learning experiences within and beyond the classroom.
- Various sections of the community are represented on the governing board. Governors allocate extensive resources especially with regard to building works. However, they do not always hold senior leaders systematically to account. Consequently, there has been a decline in some outcomes and provision, for example, in the quality of support for students with SEND.
- The school runs smoothly on a day-to-day basis. Staff are appropriately qualified. Professional development is provided but the impact on the quality of teaching, and on students' outcomes, is inconsistent. The size of some classrooms restricts movement of staff and students. There are sufficient resources to enhance learning in most subjects.




### For development

- Improve communication and understanding of data to provide a more accurate view of students' progress.

## 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.



 <b>Students</b>	<p>A large majority of the students that responded to the survey say their views are taken into account. They feel the school works hard to help them succeed. They feel they have a wide range of extra-curricular activities to choose from and make use of a wide range of resources, including technology, to support their learning. A minority of students have concerns about the cleanliness of toilets, the poor quality of the air-conditioning, and opportunities for leadership.</p>
 <b>Parents</b>	<p>Almost all parents who responded to the survey are positive about the school. They are satisfied with the quality of education and almost all feel the school is led well. They feel their children are well supported in learning and they are well informed and involved in their children's education.</p>
 <b>Teachers</b>	<p>The teachers who responded to the survey are overwhelmingly positive about almost all aspects of the school.</p>

### 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)