

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

**Inspection Report
2018-2019**

The Indian High School

11 YEARS OF INSPECTIONS

Very good









Curriculum
CBSE
















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School Information

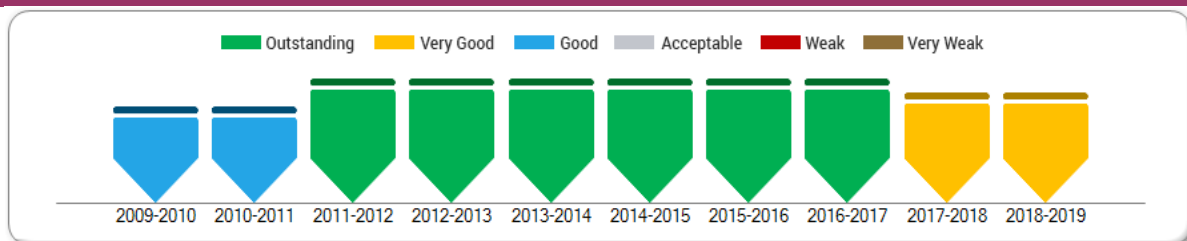
General Information	 Location	Oud Metha
	 Opening year of School	1961
	 Website	www.indianhighschooldubai.org
	 Telephone	00971-4-3358851
	 Principal	Dr. Ashok Kumar
	 Principal - Date appointed	2/9/1985
	 Language of Instruction	English
	 Inspection Dates:	22 to 25 October 2018

Students	 Gender of students	Boys and girls
	 Age range	11-18
	 Grades or year groups	Grade 5-Grade 12
	 Number of students on roll	5470
	 Number of Emirati students	0
	 Number of students of determination	350 (6%)
	 Largest nationality group of students	Indian

Teachers	 Number of teachers	448
	 Largest nationality group of teachers	INDIAN
	 Number of teaching assistants	6
	 Teacher-student ratio	1:12
	 Number of guidance counsellors	54
	 Teacher turnover	11%

Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	CBSE
	 External Tests and Examinations	CBSE Grade 10/12
	 Accreditation	CBSE
	 National Agenda Benchmark Tests	ASSET

School Journey for The Indian High School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Due to higher standards of teaching, including more effective use of assessment data, the progress of students in the Secondary Phase is generally higher than that seen in the Middle Phase. By the end of Secondary, in English, mathematics and science, students' achievements are outstanding. However, in Islamic Education and Arabic, student achievement is mostly good, but they make only acceptable progress in the Middle Phase in Arabic.
- Across the school, students are ambassadors for learning and for well-being: emotional, social and intellectual. Confident and characterful, they take on both leadership and team roles to a level that belies their age. Students grasp the many opportunities to achieve excellent outcomes across the curriculum. They manifest wonderfully, the school's mission to be the nucleus of both the Indian community and the wider UAE landscape.

Provision for learners

- Although some outstanding teaching is in place in most subjects, teaching is generally much stronger in the secondary phase. One reason for this is a school strategy to deploy many more experienced teachers in this phase than in Middle. Where teaching is strongest, teachers make highly effective use of assessment information to adapt teaching to meet the needs of all groups of students.
- The curriculum in the school is excellent and regularly reviewed by leaders. The many opportunities that students have to work on cross-curricular themes and develop their skills in creativity, enterprise and problem-solving, are compelling and impact positively on their achievement. Curriculum adaptation is stronger in Secondary.
- The overall care, guidance, and support of students is outstanding in Secondary. This culminates in excellent information, advice and guidance for higher education, and careers information. Across the school, students are safe and well safeguarded. Students of determination and those who are gifted and talented are now, more accurately identified. The school then puts in place suitable interventions, support and challenge.

Leadership and management

- In an extremely well-managed large school, proficiently governed and working closely with parents and the wider community, school leaders deliver a high standard of education with very many outstanding features. This is especially so in Secondary.

What the School does Best:

- Leaders' implementation of a clear and compelling mission and their provision of a very high standard of education. This provision is inclusive and meets the needs of students from a large community of families very effectively.
- The excellent progress of students in Secondary, particularly in English, mathematics and the sciences and their outstanding achievements in external CBSE results in Grades 10 and 12
- Implementing an outstanding curriculum with excellent cross-curricular and extra-curricular provision
- The outstanding personal and social development of students and the school's excellent promotion of their health, well-being, safety, and their care, guidance, and support
- The commitment to and progress towards meeting or exceeding its National Agenda targets.







Key Recommendations:

- Address the significant inconsistencies in the standards of teaching and rates of student progress, particularly between the middle and secondary phases of the school.
- As a priority, improve the students' rates of progress in Arabic within the middle phase, through improved planning and teaching, informed by accurate assessment.
- Align the monitoring of teaching, progress and the effective use of assessment data more closely to the *UAE School Inspection Framework*, to arrive at more consistently accurate judgments of standards in these areas.

Overall School Performance

Very good

1. Students' Achievement

		Middle	Secondary
 Islamic Education	Attainment	Good	Good
	Progress	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Good	Good
	Progress	Acceptable	Good
 English	Attainment	Very good	Outstanding
	Progress	Very good	Outstanding ↑
 Mathematics	Attainment	Very good	Outstanding
	Progress	Very good	Outstanding ↑
 Science	Attainment	Very good	Outstanding
	Progress	Very good	Outstanding ↑
Learning skills		Middle	Secondary
		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	Outstanding ↑	Outstanding ↑
Care and support	Very good	Outstanding ↑

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter.

Schools Progression In International Assessments **meets expectations.**

- International assessment data shows improvement in the students' overall scores in TIMSS and PISA 2015. In TIMSS, the progress of science in Grade 8 is stronger than mathematics. Although, in 2015 the school has not met its set target for reading in the PISA test, the school has significantly improved its score between the two assessment cycles. In English and science, the school has exceeded its 2015 targets. NAP outcomes compared against CAT4 measured potential are very good for all of English, mathematics and science.

Impact Of Leadership **is above expectations.**

- The leadership team has a very strong and long-standing commitment to the vision and goals of the National Agenda [NA]. Their NA action plan is ambitious and well integrated into their school improvement strategy. The school generally uses the data to align the curriculum with the requirements of the TIMSS and PISA tests. Data from the National Agenda Parameter test is used to help teachers plan support and challenge in lessons.

Impact Of Learning **is above expectations.**

- The school actively promotes the skills of enquiry and higher order thinking. These are becoming established across the school but not all students have enough opportunity to develop this approach to learning. This is especially the case for students who have lower starting points. The promotion of critical thinking and problem-solving is developing well across the school. These aspects are stronger in the secondary school.

Overall, the schools progression to achieve the UAE National Agenda targets is above expectations.

For Development:

- Raise student attainment in the international assessments of reading to match those in mathematics and science.
- Achieve greater consistency in students' rates of progress by strengthening teachers' use of assessment information in the middle phase.
- Enrich learning in the middle phase for all students, particularly those with lower starting points, so that they think deeply, and more readily develop higher order learning skills.

Reading Across the Curriculum

- Reading skills are particularly strong in Secondary and outstanding by the time students reach Grade 12.
- Most students are highly motivated and use their reading skills for learning. Secondary students are critical readers across a variety of genres and capable of textual analysis.
- The librarian liaises with English teachers to promote reading through the DeSIRe programme. The impact of initiatives to raise awareness of cross-curricular reading with other subject teachers is limited.
- Leaders recognise the importance of reading through their implementation of an action plan for reading literacy.

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

For Development:

- Develop existing cross-curricular reading initiatives across all subjects.
- Strengthen understanding of students' attainment in reading through rigorous internal measurements and evaluated in conjunction with CAT4 verbal reasoning scores.

UAE Social Studies

- The school has made sufficient adaptations in the UAE social studies curriculum and provided adequate resources such as the e-learning portal and field visits.
- Students often work independently, show understanding and make connections between areas of learning. They employ real-life examples to explain concepts and occasionally use technology for research.
- In lessons and recent work, a majority of students attain levels that are above curriculum standards of UAE social studies.
- In lessons and recent work, a majority of students make better than expected progress in relation to their individual starting points and the UAE social studies curriculum standards.
- The school's implementation of the UAE social studies programme is above expectations.

Innovation

- When given the opportunity, students develop excellent critical thinking skills in lessons. However, opportunities for them to make effective use of technology for research in lessons are limited.
- Students initiate and effectively lead an impressive range of enterprising community activities. These include: conferences, well-being, sustainability and coding projects, to name a few.
- Innovation is not yet a major feature in teachers' individual lesson planning and delivery, however, it is particularly strong when it is part of extensive cross-curricular projects.
- Leaders are committed to promoting innovation in school leadership, teaching and curriculum planning. Supported by effective, professional development for staff; this is becoming a strong feature of the school.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Middle	Secondary
Attainment	Good	Good
Progress	Good	Good

- In lessons and their recent work, a majority of students demonstrate levels of understanding in Islamic education that are above curriculum standards. Girls generally achieve higher outcomes than the boys across both phases.
- Students have a solid knowledge of Islamic concepts and a secure understanding of Seerah, Hadeeth, Islamic values and morals. However, students make slower progress in developing skills in recitation and in understanding verses from the Holy Qur'an.
- Students' understanding and their knowledge of Seerah (the life of the Prophet PBUH) is stronger than their understanding of how to apply their knowledge in their day-to-day lives.

For Development:

- Develop students' ability to link what they learn to real-life situations.
- Improve recitation skills and understanding.

Arabic as an Additional Language

	Middle	Secondary
Attainment	Good	Good
Progress	Acceptable	Good

- Students' attainment in Arabic as an additional language is good. Stronger and more effective teaching enables students to make faster progress in Secondary than in Middle. Across the school, girls' achievements is slightly stronger than that of boys.
- Students' listening skills are the strongest language skills across all phases. Opportunities to speak with confidence are limited which impedes progress. Students read familiar texts well but writing skills are still developing. This is primarily due to low teacher expectations and lack of sufficient challenge in lessons.
- Teachers have led positive improvements in speaking and listening, especially in the middle phase. However, improvement in speaking and independent writing skills, is still inconsistent due to poorly planned progression and transition.

For Development:

- Improve students' achievements in Arabic and especially their progress in the middle phase by raising expectations and providing more opportunities to expand the skills of speaking and writing in lessons.

English

	Middle	Secondary
Attainment	Very good.	Outstanding
Progress	Very good.	Outstanding ↑

- Senior students consistently achieve excellent results in CBSE examinations and progress in this phase is outstanding. High standards are also seen in both PISA and ASSET assessments. Across the school, students make at least very good progress, evidenced in many ways, not least the significant improvements in the fluency of their reading and writing.
- Most students use advanced reading comprehension strategies to analyse information from different genres. They demonstrate very good understanding of literature and critically analyse texts, making intelligent comments on structure, tone and character.
- A large majority of students are confident, articulate speakers who express critical opinions on a wide variety of topics. By Grade 10, almost all students write fluent extended descriptions, demonstrating a sophisticated command of vocabulary.

For Development:

- Ensure all middle phase students achieve work at their own appropriate level and pace in activities.

Mathematics

	Middle	Secondary
Attainment	Very good.	Outstanding
Progress	Very good.	Outstanding ↑

- Students in the secondary phase show consistently outstanding attainment in external board examinations and are rapidly developing their skills in problem-solving. This is due to the high expectations of teachers and highly effective challenge and support. They have made significant progress from lower attainment levels in the lower classes of this phase.
- Students in the middle phase attain very good levels in external benchmarks. Most possess strong skills in mental mathematics and computation because of a strong focus in lessons. Students are becoming skilled in critical thinking skills and application of these skills in unfamiliar contexts.
- Across the school, students' reasoning skills show improvement, but their investigative skills require further development.

For Development:

- Across the middle school, further develop students' skills in application, problem solving, and critical thinking in unfamiliar, real-world contexts.
- Consistently provide appropriate levels of challenge in lessons, with a focus on improving students' investigative skills.

Science

	Middle	Secondary
Attainment	Very good	Outstanding
Progress	Very good	Outstanding ↑

- By the end of Secondary, most students have strong knowledge and understanding of science concepts. They apply their learning in mathematics skilfully to complex tasks in science. This is stronger than that seen in younger grades, particularly in the middle phase where fewer students attain or make progress in science above curriculum expectations.
- Across most of the school, practical science activities are too tightly controlled by teachers with little authentic enquiry-based learning being offered. This can sometimes restrict learning, especially in the middle phase, where the progress of students is uneven.
- In the context of science, mathematical, reading and research skills are highly developed by the end of the secondary phase.

For Development:

- Increase the rate of progress made by students in the middle phase and early Secondary grades to match the best seen in students by the end of Secondary.
- Increase opportunities for students to plan independently and carry out inquiry-based practical science.

Learning Skills

	Middle	Secondary
Learning skills	Very good	Very good

- Learning skills are very strong across the school. Secondary students can think critically and exchange ideas, when engaged in group discussions. When given opportunities, students in Middle collaborate well in groups showing that they can draw conclusions from a range of sources.
- Students' skills in verbal reasoning are strong. Although they have limited opportunities to use learning technologies to support enquiry and research, they link what they learn to their own lives, and engage in lively discussions on real world issues. This is a particularly strong feature in Secondary.
- Students interpret information from different sources and most have very good recall of self-directed research. They review their work and discuss what they have learned, evaluating their strengths and weaknesses accurately and take actions to improve.

For Development:

- Ensure that students have increased access to learning technologies to enable them to work independently, and further develop their skills in research and enquiry.

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

	Middle	Secondary
Personal development	Outstanding	Outstanding

- Students are self-disciplined with a strong sense of personal responsibility. They are insightful and empathetic, frequently offering help and friendship without being asked. Older students show a high degree of sensitivity and understanding of the impact of their attitudes and actions on others.
- Relationships among students and staff are exceptional. Excellent support and rapport enable students to thrive in their academic work and in their personal growth. Students' behaviour is exemplary.
- Students have an excellent understanding of safe and healthy living. They mostly make well-informed decisions with regard to what they eat. They participate enthusiastically in physical fitness activities. Students who are measured as being overweight follow a personal fitness programme and this has impact. Attendance is good, and students arrive punctually to lessons.

	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding

- Across all phases, students show a deep awareness and appreciation of Islamic values such as, tolerance and respect for others. Older students are able to provide numerous examples of how these influence people in a positive way.
- Across the school, there is an excellent understanding of the traditions and culture of Dubai. Students are able to describe the main sporting activities in the UAE, such as camel racing, horse-racing and falconry. They have a very good knowledge of local customs, traditional food and clothing.
- Students have a secure knowledge and understanding of their own culture. They can talk confidently and accurately about their heritage. Their understanding of other world cultures is developing. However, their knowledge and understanding of broader, Arab world cultures are not as strong.

	Middle	Secondary
Social responsibility and innovation skills	Outstanding	Outstanding

- Almost all students demonstrate an extremely high degree of social responsibility. They make a strong impact on the life of the school and of the wider community. This is evident in the vast number of activities they initiate and lead, such as, 'Movie for a Cause', where funds supported 7 adopted girls in India.
- Students have an exceptionally strong work ethic. They communicate with confidence as young, enterprising leaders. They are responsible for the 'Indigenous Coding' presenting their work to others in the 'Incubator Challenge'.

- Students care for their school and are aware of the importance of environmental sustainability. They volunteer to clean beaches and to plant trees. They have created an app that was used to participate in the UAE Inter-school Expo-2020 Sustainability-Champions Challenge.

For Development:

- Provide opportunities for students to broaden their understanding of other world cultures including Arabic cultures.

3. Teaching and assessment

	Middle	Secondary
Teaching for effective learning	Good	Very good

- The quality of teaching is stronger in Secondary than in Middle. In Secondary, most teachers have high expectations of what students can achieve, ensuring that sufficient pace and challenge is planned for in lessons. Teacher expectations, the levels of challenge and pace of learning are not as consistent in the middle phase.
- Most teachers have secure subject knowledge and plan purposeful lessons. The majority take account of students' prior learning. Questioning is used effectively to promote critical thinking in Secondary.
- Challenge and support, including the use of graded tasks, for individuals and groups, alongside opportunities to develop higher order skills are increasingly seen. Such developments are not fully embedded in the practice of all teachers and least of all in the lower classes of the middle phase.

	Middle	Secondary
Assessment	Good	Very good

- Leaders have established effective systems to measure, compare and track students' progress with accuracy. Overall, teachers use this information well, when planning learning. However, in the middle phase, some activities do not always provide sufficient challenge and support to meet all needs.
- Teachers in Secondary check on the quality of student learning focusing on acquisition of knowledge, understanding and skills. This is less secure in the middle phase, especially when challenging students to use higher order skills to complete their work.
- The quality of feedback to students is variable. It is often, precise, detailed and prompt. It helps students to improve their knowledge and skills. Sometimes it is superficial, especially in the middle phase, both verbally in lessons and through the marking of students' work.

For Development:

- Improve teaching in Middle by providing higher-order thinking skills and levels of challenge which meets the needs of all students.
- Provide high quality verbal and written feedback which enables students to make rapid progress, irrespective of their individual starting points.
- Use assessment data to provide appropriate learning opportunities which meet the interests and needs of all students.

4. Curriculum

	Middle	Secondary
Curriculum design and implementation	Outstanding	Outstanding

- The curriculum is systematically planned with clear aims and objectives and is supported with well-sequenced schemes of work. It is flexible and addresses challenges by integrating new and emerging CBSE and MoE requirements.
- Vertical and horizontal progression ensures skills are developed systematically and based on the understanding of assessment data. For example, the computer science curriculum has been revised to accommodate the development of a broader range of technological skills which underpins a fast-developing culture of innovation in school.
- Projects with cross-curricular themes are successfully planned, implemented and effective in enhancing the development of students' 21st century skills, the UAE social studies curriculum being an integral part of this enhancement.
- Moral education is planned, integrated and well developed across the school, adding value to the rich curriculum. Progress is effectively measured through the school's range of informal and formal assessments.

	Middle	Secondary
Curriculum adaptation	Good	Very good

- Overall, adaptations to the curriculum including those for students of determination, ensure that needs of the majority of students are met. However, application of curriculum and classroom modifications in the middle phase have yet to result in faster progress for students, especially those who enter the school with lower levels of attainment.
- Student enrichment programmes, technology driven projects, and a range of extra-curricular activities provide opportunities for students to pursue their interests and aspirations. The school encourages innovative ideas and projects, conceptualised by students and enabling them to develop their skills further.
- Excellent links with community programmes, related to UAE society and culture are an integral part of the school's curriculum. Students contribute to all social causes with empathy.

For Development:

- Ensure more effective cross-curricular links are planned and implemented systematically, especially Islamic education and Arabic.
- Create opportunities for the active development of enterprise, enhancement and innovation in all subjects.

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

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

- The school has highly effective procedures for the safeguarding of students. Staff and students understand the procedures to follow if they are concerned about any matter that might relate to child protection. Students are aware of the dangers of cyber bullying and of social media. Parents are also supported in their knowledge about these issues.
- There are very effective policies and procedures to ensure students are safe on the school premises and transport, with safety training for all members of the school community. Buildings are checked daily and records of incidents, with immediate actions taken.
- A major strength of the school is the promotion of students' physical and mental well-being through innovative programmes including regular meditation and the development of an urban forest in the school grounds for shade and respite.

	Middle	Secondary
Care and support	Very good	Outstanding ↑

- All students are extremely respectful and courteous. Exemplary relationships exist between students and their teachers. There is a consistent approach to the management of behaviour. Attendance and punctuality are managed effectively by the school and staff.
- The identification of students of determination has been strengthened and is at a good level. In a minority of cases, the analysis of assessment information, including CAT4, is not rigorous enough to support this process. There are many opportunities for students with gifts and talents to excel in a very wide range of activities.
- Specialist support is mostly effective and improves the learning potential for students of determination. Transition points between grades are planned and excellent guidance is offered both to students and their parents for entry to higher education.

For Development:

- Improve use of assessment for students of determination, especially in the middle phase, to enable them to secure levels of academic progress above curriculum expectations.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good ↑

- Leaders of inclusion have brought about some significant developments in the school. Targeted improvement planning, supported by investment, is ensuring that the vision of the school is realised in practice.
- Identification of the learning needs of students of determination is mostly effective. In a minority of cases, the analysis of assessment, including CAT4, is not rigorous enough. This leads to some students not always benefitting from appropriately targeted support.
- Parents are very positive about the work of the department for their children. Most understand the learning needs of their children, but some consider the school should do more to develop their self-esteem and confidence.
- Across the school, individual education plans (IEPs) provide a structure to develop support strategies and modification of work. Specialist support is consistently effective, improving the learning of students. The contributions of a large group of learning support assistants is increasingly effective in working with and supporting students.
- Overall, students of determination make very good progress in learning, especially in the secondary phase, where teaching and the targeted use of assessment data are stronger. Their personal and social development is outstanding, ensuring that they develop the confidence and independence to manage increasing levels of curriculum challenge. Older students display evidence of how their individual barriers to learning have been overcome.

For Development:

- Develop and monitor individual education plans to ensure that strategies for learning are consistently implemented, both in and outside the classroom.
- Rigorously analyse all assessment information, so that the needs of students of determination are identified swiftly and they benefit from targeted intervention.

6. Leadership and management

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

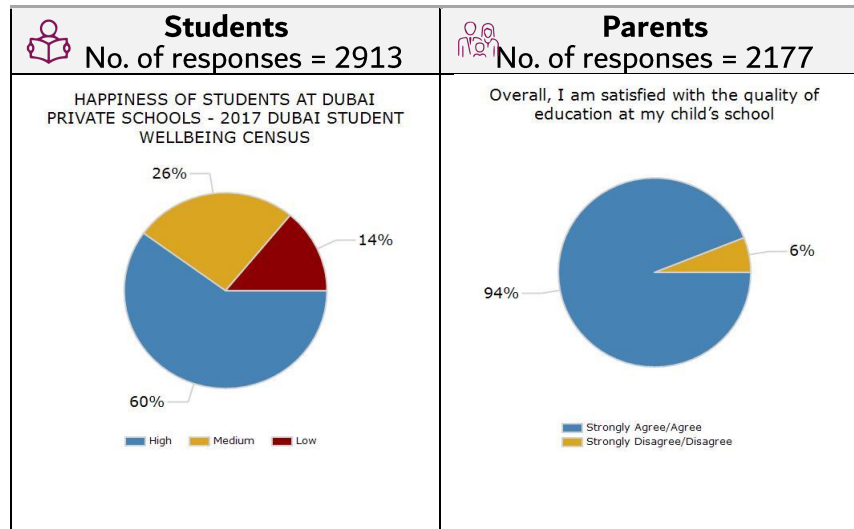
- School leaders' common values translate into a mission which is highly inclusive, and placing their community of families and children, at its heart. They implement an outstanding curriculum and they respond quickly and very effectively to new priorities, such as the provision for inclusion and the drive to innovate. Stronger in the secondary phase, leaders establish a highly purposeful learning culture in the school where very high standards of personal development and academic achievement are evident.
- Self-evaluation is based on systematic internal and external review processes leading to the school knowing its strengths and priorities for development well. The evaluation of standards of teaching and learning is rigorous and frequent. However, it is not always accurate, particularly in the middle phase of the school. All the recommendations from the previous report are in the process of implementation with some significant impact already in place. All areas of the school implement evidence-based improvement plans which are monitored and reviewed for impact.
- The school's partnership with parents is highly successful and parental involvement makes a significant contribution to the standards achieved by students. Parents value the regular and informative communication between the school and home, including the school's responsiveness to requests or concerns. Parents have easy access to their child's progress through the website and formal reporting procedures. The school involves students in a wide-range of purposeful community and international projects that contributes positively to their enrichment and personal development.
- The governing board plays an effective role in supporting the school in realising its highly successful, and long-standing mission, to provide high standards of education to its community of students. The board is well informed regarding the school's performance and enjoys very good working relationships with its leaders. However, the board's involvement and overview of the school self-evaluation, and the performance management of senior leaders, needs to be more systematic and rigorous.
- The day-to-day management of the school is exceptionally well-organised and school routines maximise students' time spent on learning. Most staff are appropriately qualified, and all are supported by professional development which is beginning to have an impact on students' learning. Specialist facilities, including the learning centre, are used effectively to promote students' learning. Significant investment in microelectronics, programming platforms and other technologies is enhancing older students' learning particularly in innovative cross-curricular projects.



For Development:

- Address the lower standards of teaching, learning, assessment and curriculum adaptation in the middle school.
- Use the *UAE School Inspection Framework* more effectively to ensure that standards of teaching, learning and application of assessment data by teachers is always accurate.
- Ensure governors take a more active role in the systematic monitoring and evaluation of the school's actions and impact on outcomes for students, paying particular emphasis on student progress in Arabic, and consistency of assessment, teaching and learning in the middle phase.

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"> Students' responses to the well-being survey are mostly, highly positive and are broadly in line with other students across Dubai. Responses indicate that a minority of students have concerns about social, verbal or physical victimisation. This is higher for boys than girls. A large minority believes that they have too much homework. Both concerns have been addressed promptly by the school.
 Parents	<ul style="list-style-type: none"> Most parents are highly satisfied with the quality of education and help provided by the school to develop their children to learn effectively. They are satisfied that the school listens to them and that they have easy access to information to support their children's education. A minority raised concerns about the amount of homework being too great, the cancellation of physical education periods and the need to carry heavy bags around the school. Effective measures are routinely taken to address parental concerns.

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