

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

**Inspection Report
2018-2019**

Gulf Model School

11 YEARS OF INSPECTIONS

Weak

Curriculum
CBSE



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School Information

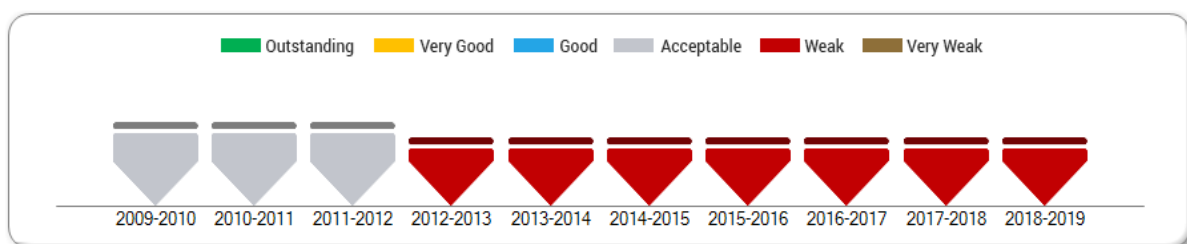
General Information	Location	Al Muhaisnah
	Opening year of School	1982
	Website	www.gulf model school.com
	Telephone	042544222
	Principal	Dr. S. Reshma
	Principal - Date appointed	1/1/2018
	Language of Instruction	English
	Inspection Dates:	22 to 25 October 2018

Students	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	Kindergarten 1-Grade 12
	Number of students on roll	2416
	Number of Emirati students	0
	Number of students of determination	93
	Largest nationality group of students	Indian

Teachers	Number of teachers	149
	Largest nationality group of teachers	Indian
	Number of teaching assistants	14
	Teacher-student ratio	1:17
	Number of guidance counsellors	2
	Teacher turnover	40%

Curriculum	Educational Permit/ License	Indian
	Main Curriculum	CBSE
	External Tests and Examinations	CBSE
	Accreditation	CBSE
	National Agenda Benchmark Tests	CAT4 and ASSET

School Journey for Gulf Model School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Attainment and progress in most subjects are improving and reaching acceptable standards in several subjects across the school. Weaknesses remain in primary and middle phase English, and in mathematics and science, in the Kindergarten (KG) and the Primary phase. Across the school enquiry skills are less well developed because of limited opportunities for students to engage in experiential learning and investigation.
- Students have responsible attitudes to their work and each other. Secondary students show some initiative, but there are confident leaders in each phase. Relationships between teachers and students are strong and respectful. Most students have an understanding of Islamic values and their impact on the culture of the UAE; however, their knowledge of other world cultures and even that of the Emirates beyond Dubai is limited.

Provision for learners

- Teaching is predominantly by instruction, rather than facilitating learning. In the better lessons in Secondary, dialogue and critical thinking are encouraged. Elsewhere such strategies are less effectively implemented. Assessment information is not being used to plan lessons to meet individual needs. Too few lessons include a plenary, restricting opportunities for students to reflect on their progress and hindering their independence in learning.
- In the KG, assessment data is used well to analyse progress and improve learning; it is inconsistently applied elsewhere. Lesson plans include approaches to individualised learning with support from differentiated worksheets but which rarely provide tasks to meet all needs. Low expectations of what students know and can do, is often because teachers lack an understanding of how to use data to improve outcomes for students.
- The revised curriculum and environment in the KG support better learning. However, the curriculum fails to ensure smooth transition into the primary phase. Although some improvements to curricular adaptations are being made in the senior school, overall, curriculum implementation and adaptation lack flexibility in meeting the needs of all students.

Leadership and management

- The new principal has immediately rectified concerns about health and safety. Improvement planning addresses too many issues and lacks a focus on teaching and learning. Some leaders still struggle with interpreting data and evaluating lessons. Overall, the school is managed well, and parents express confidence in the changes. Investment by governors is supporting the successful alignment of the school day and greater student involvement with sport and technology.

What the School does Best:

- Substantial changes have been made by leaders and owners to improve health and safety, the structure of the school day and investment in resources for technology and sports.
- The learning environment in the KG has been radically modified. It is now more child-centered and helps to support the development of all aspects of the child.
- Students model good behaviour and provide mutual support within, and beyond the classroom, contributing significantly to the harmonious learning environment.







Key Recommendations:

- Improve teaching by:
 - focusing more on how students learn rather than imparting knowledge by instruction
 - using assessment data to ensure lessons are planned to provide sufficient pace and challenge to meet the individual needs of students
 - implementing the curriculum through more active lessons and group work in all phases to
 - encourage collaboration and independence in learning.
- Increase the rigour of teachers' analyses of all data ensuring that it is used to set realistic achievement targets and track student progress.
- Ensure that students develop the necessary learning skills for success against NAP targets by providing frequent opportunities for research, analysis, problem solving and critical thinking.
- Provide appropriate challenge for all students, but particularly the most able, by making suitable modifications to the designed curriculum.
- Analyse accurately the school's strengths and areas for development against the UAE School Inspection Framework, focusing on the key priorities for improvement.

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	Acceptable ↑	Weak
	Progress	Not applicable	Acceptable	Acceptable ↑	Acceptable ↑
 English	Attainment	Acceptable ↑	Weak	Weak	Acceptable ↑
	Progress	Acceptable ↑	Acceptable ↑	Acceptable	Acceptable ↑
 Mathematics	Attainment	Weak	Weak	Weak	Acceptable
	Progress	Weak	Weak	Acceptable ↑	Acceptable
 Science	Attainment	Weak	Weak	Acceptable ↑	Acceptable
	Progress	Weak	Acceptable ↑	Acceptable ↑	Acceptable
Learning skills		Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Acceptable↑	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	Acceptable↑	Acceptable↑	Acceptable↑	Acceptable↑
Care and support	Acceptable↑	Acceptable↑	Acceptable↑	Acceptable↑

6. Leadership and management

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

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

is approaching expectations.

"Progression in international assessments"

- International assessment data shows improvement in the students' overall scores in TIMSS and PISA 2015 and the school exceeded its targets. However student's scores on PBTS tests in 2017 are significantly lower, indicating that students are not developing the skills and knowledge required for success in the international tests. In ASSET benchmark tests, only a majority of students achieves expected levels in English, mathematics and science. However comparing NAP outcomes against CAT4 measured potential, shows students' progress is acceptable in mathematics and science and good in English.

Impact Of Leadership

is below expectations.

- The National Agenda action plan identifies key priorities but does not effectively use data. School results are not, routinely calibrated against benchmark data, neither is student achievement compared to potential, as shown by CAT4 tests. Targets, based on robust understanding of data, for student are not set. This limits the value of the tracking system and teachers' ability to plan lessons to meet student needs.

Impact Of Learning

is below expectations.

- School leaders recognise the importance of National Agenda goals but have not fully grasped their full value in school improvement. Critical thinking and independent learning are treated more as add-on projects rather than fundamental learning skills to be developed across the curriculum. Students are not systematically taught the skills of critical thinking for problem solving and there is little opportunity for independent research or use of learning technology.

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

For Development:

- Ensure that parents and students recognise the value of international benchmark tests, and students are equipped with the skills and understanding required for success.
- Use robust analyses of all data sources, including CAT4 as a measure of potential, to set achievement targets for each student. Involve teachers, parents and students in the regular process and monitoring of progress towards these targets.
- Ensure that students are taught the skills of problem solving and critical thinking and that they are provided with more frequent opportunities for research, analysis and independent learning

Reading Across the Curriculum

- Leaders are committed to developing a whole-school reading programme. Implementation is more successful in the KG and English, than elsewhere in the school.
- Almost all students develop confidence in reading, including reading aloud. Most adopt a range of strategies to help them to understand difficult words or phrases.
- The library programme is linked to the school's curriculum and reading policy. Initiatives to promote life-long readers are developing, although students do not have sufficient access to on-line resources.
- Measures to improve and monitor students' achievement and progress in reading are beginning to have a positive impact. External assessment data are not used effectively.

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

For Development:

- Ensure that that all teachers explicitly teach reading strategies and improve students' access to on-line reading materials.

UAE Social Studies

- The UAE social studies curriculum has been adapted to accommodate KG to Grade 9. However, limited resources are in place to support its delivery.
- Most learners interact confidently with their teachers, but rarely make connections between areas of learning. Lack of purposeful collaboration and independence limits progress.
- Achievement for most students in internal assessments is at least in line with curriculum standards. This is not reflected in lessons because of low teacher expectations.
- Internal assessments indicate expected levels of progress against individual starting points. In lessons and their recent work, only a few students reach the expected curriculum standards of the UAE social studies curriculum.

The school's implementation of the UAE social studies programme is Approaching Expectations.

Innovation

- Play-based activities promote learning in KG. Elsewhere teachers' questioning does not encourage critical thinking and reflection. In the secondary phase, technology is used effectively to support learning.
- Older students are beginning to initiate projects such as modelling a solar-powered city to promote sustainability. Projects are less well developed in the lower phases of the school.
- Implementation of the curriculum does not promote innovation skills. A limited range of extra-curricular activities leads some students to be innovative, but entrepreneurial opportunities are rare.
- Although leaders show commitment and provide training to develop innovative learning, this has not had sufficient impact in the classroom.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Most students across the school demonstrate levels of attainment that are in line with the Ministry of Education (MoE) curriculum. Internal assessments and students' recent work are supportive of this showing they are secure in their achievement, particularly in the secondary phase.
- Primary students can differentiate confidently between Friday prayer and two feasts. By the secondary phase, they understand the concepts of some Islamic scientific miracles. Students are able to link Islamic manners with the issues around the use of social media today.
- Group work is used to engage students and in developing more independence with their learning. However, teachers seldom provide clear feedback or opportunities for students to engage in self and peer assessment in support of their learning.

For Development:

- Provide more opportunities for students to evaluate their own and each other's work during lessons.
- Strengthen students' ability to recall, understand and apply holy quotations in real life.

Arabic as an Additional Language

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

- Most students in each phase attain levels that are in line with curriculum standards. Achievement is less apparent in the senior phases because of the overall underperformance of boys. However, students in the senior school make greater progress in their skills of writing.
- Most students demonstrate appropriate listening skills, but speaking is less well developed, especially in the boys' section where they often struggle to engage in simple dialogue when expressing their ideas. Only a minority of students are developing independent writing skills, although almost all are improving their handwriting skills.
- By effectively encouraging free reading and independent writing, experienced teachers help students to achieve expected outcomes. Less experienced teachers lack the strategies required to do so.

For Development:

- Provide opportunities for students to engage in independent writing and develop their speaking skills using teaching strategies suitable for additional language learning.
- Implement the curriculum to provide greater interest, independent learning and opportunities for self, and peer-evaluation for all students.

English

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

- Students' attainment in external assessments is limited, especially in the primary and middle phases. Students have poorer writing skills because of limited opportunities to develop extended and creative writing. More skillful application of skills in reading is supporting stronger progress across the school.
- From low starting points, reading and writing skills in the KG steadily develop. By the end of KG2 most children can read sight words and frame short sentences. In the secondary phase the emphasis on external assessments is having a positive impact on students' outcomes.
- Overall, teaching strategies do not focus enough on the language needs of individuals or groups of students. Teaching is not sufficiently focused on facilitating learning, or challenging students to develop critical thinking and independent learning skills.

For Development:

- Improve teachers' understanding of how students acquire all the skills needed in language development.
- Enhance students' speaking skills by providing opportunities for the development of presentation skills within and outside the classroom.
- Provide more opportunities for students to develop skills in independent writing.

Mathematics

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

- Results of external benchmarking, and internal assessments, are significantly varied within and between phases. Test results and poorer work during lessons restrict students' attainment, although these improve in the secondary phase.
- In the KG, number awareness is developed but children lack confidence to apply it to real situations. Primary students struggle to translate word problems into mathematical form. Spatial awareness and data handling skills are better established but algebraic understanding is weaker. Progress in mathematical understanding is not supported adequately in the lower phases of the school.
- A lack of enquiry-based activity means too few opportunities for problem solving. Students have insufficient independent learning opportunities to apply mathematical concepts, rarely linking ideas to real world contexts.

For Development:

- Provide more opportunities for active learning using technology and practical investigations to promote independent learning and problem solving.

Science

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

- In all phases acquisition of knowledge is greater than the understanding of scientific concepts. In the senior phases, this is evident in biology, physics and chemistry, where most students recall knowledge to an appropriate level, but cannot apply it to other, unfamiliar situations.
- Most students show competence during practical work in the upper phases and during enquiry and observation activities in Primary. However, they do not develop the expected levels of skill to create hypotheses, plan and conduct investigations, or the analyses of data independently.
- Most students make progress in line with curriculum expectations. As a result of low levels of challenge, only a minority of more able pupils make more rapid progress.

For Development:

- Provide students with regular opportunities to plan and carry out scientific investigations independently and to use their scientific knowledge for interpretation and analysis of results.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable

- Learning skills development is broadly consistent in all four phases. Students, especially girls, have very positive attitudes to their work and interact well with teachers and peers. Most students collaborate purposefully in meaningful discussions when given guidance and opportunity.
- Students are keen to learn, but do not regularly take ownership of their learning. Most can work for short periods of time without teacher interventions. Students rarely use technology to undertake research.
- Recent initiatives to improve students' literacy, and to develop critical thinking and problem-solving skills, are beginning to have an impact, although this is not consistent in all subjects. When prompted, students are able to relate their learning to the real world, but do not do so independently.

For Development:

- Plan lessons that engage all students, empowering them to take greater ownership of their learning, develop skills, and apply technology to aid investigations.

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

	KG	Primary	Middle	Secondary
Personal development	Good	Good ↑	Good	Good

- Across the school students have positive and responsible attitudes. They are generally self-reliant, although those in the secondary phase show greater initiative.
- Students' behaviour is positive; they are courteous towards adults and with each other. They exercise self-control and are committed to learning. Student and staff relationships are courteous and mutually respectful. Almost all students are sensitive to the needs of others.
- Most students understand the value of healthy eating and maintaining an active lifestyle by engaging in sporting and physical activities. Attendance is at least 95%, and almost all students are punctual arriving at school and for lessons.

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

- Most children in the KG and students in Secondary, demonstrate a stronger, age-appropriate, understanding of the impact of Islam in discussing the history and celebrations of the UAE. This understanding is weaker in the primary and middle phases.
- Most students can explain how Islamic values influence contemporary society in the UAE. Too few students in the primary phase have a strong appreciation of their own culture or that of the UAE beyond the boundaries of Dubai.
- The enhanced curriculum links to Emirati culture and UAE society, especially in the middle and secondary phases, lead to better outcomes overall.

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

- Students in the school behave responsibly and support each other. Senior school students take on roles of responsibility as prefects in managing student behaviour and in communicating with senior leaders. Others have initiated programmes such as 'Read and Lead' in support of the national priority of reading.
- Most students enjoy their work and displaying positive work ethics. Projects such as the 'Vertical Garden' and 'Solar City' demonstrate initiative, leadership and creativity.
- Kindergarten children have an awareness of their environment. They tidy their classroom and outdoor areas. In other phases students maintain a litter free environment. Students in the senior school are active in taking responsibility for projects to promote sustainability.

For Development:

- Develop students' awareness and understanding of similarities and differences between their own and other world cultures.
- Provide more opportunities for children in the KG and Primary to initiate and participate in environmental projects at age-appropriate levels.

3. Teaching and assessment

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

- Most teaching focuses on conveying knowledge rather than developing understanding. Too many lessons are dominated by instruction, limiting students' opportunities to investigate. In better lessons in the secondary phase, teachers' pedagogy is stronger, encouraging dialogue and critical thinking.
- Assessment data and student potential tests are not used well to plan for individuals. Worksheets have differing levels of conceptual difficulty rather than providing tasks to suit learning styles and abilities. Low student expectation by teachers results in slow pace and insufficient challenge.
- Too often, teaching does not facilitate active learning. Practical investigative work and technology are not routinely offered, limiting independence. Too few lessons include a plenary, so students are unable to reflect on what they have learned, the progress they have made, and their next steps in learning.

	KG	Primary	Middle	Secondary
Assessment	Acceptable ↑	Weak	Weak	Weak

- The use of assessment in the KG is beginning to provide reliable data and learning. Elsewhere it is based largely on CBSE or Kerala curriculum requirements. Although tracking of data is beginning to support students' progress, levels of achievement are not always assessed accurately.
- With the exception of the KG, data is not rigorously analysed to ensure that teachers challenge individuals robustly. CAT4 test results are not used effectively to set appropriate targets for individuals or groups of students.
- Teachers do not provide effective feedback on written work to help students understand how to improve. They do not routinely involve students in self-review or improvement planning.

For Development:

- Raise expectations for what students can achieve and encourage greater autonomy within learning.
- Use assessment data to plan appropriate tasks for all students.
- Use all assessment information to set achievement targets for students and review these on a regular basis.

4. Curriculum

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

- Curriculum design and implementation have improved in the KG with a focus on sharing best practices from the Early Years curriculum and the development of skills. It is still weak in the primary phase because of limited design, review and implementation.
- Transitions are stronger between the middle and senior phases with a clearer focus on learning outcomes and meeting the needs of a large majority of the students. They are less secure in the primary phase with little attention given to building on the learning and skills developed in the KG.
- Appropriate connections are made between subjects in the middle and secondary phases and within the KG. The implementation of the primary curriculum does not allow sufficient flexibility and challenge to take account of students' current levels of achievement.
- Moral education is planned and delivered within the school curriculum. It is offered for 1 period per week and the time allocation is sufficient to deliver the programme to an acceptable level. Progress is measured through formal and informal assessments.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Weak	Weak	Weak	Weak

- Across all phases, the curriculum is not fully adapted to meet the needs of all groups of students. Classroom experiences for students are still often limited to the study of textbooks. Some visits and extra activities in the senior phases provide relevant learning experiences that support their interests and needs.
- The curriculum provides for choice of either science or commerce. This is limiting particularly for students at secondary level, although there are a few opportunities for all students to develop enterprise, innovation or creativity.
- The school curriculum provides structured opportunities for students to develop knowledge, understanding and appreciation of UAE heritage and culture.
- There is no provision for learning Arabic as an additional language in the KG.

For Development:

- Review the curriculum in Primary to ensure the smooth transition of learning and skills from KG to Middle.
- Improve provision for extra-curricular activities in all phases to address the interests of students.
- Ensure curriculum adaptation meets the learning needs and skills of all students.

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑

- The provision for health and safety, including arrangements for child protection, was an immediate priority for the new school leaders. Requirements have been met and appropriate policies and procedures are now in place to maintain a safer environment.
- Medical provision and systematic risk assessments for various activities are secure. There are regular safety checks on equipment and safe and reliable procedures for the transport of students. All staff members have been inducted into their role in protecting children from harm.
- The school has established review stages for policies to ensure relevance and consistency of practice. A substantial investment in staffing resources appropriately supports safeguarding and security measures. The school has a commitment to promoting happiness and well-being programmes to support students.

	KG	Primary	Middle	Secondary
Care and support	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑

- Students speak warmly of the supportive relationships they have with staff. They take on responsibility as role models for positive behaviour. This means that staff rarely have to make use of the school's behaviour management systems.
- Staff are beginning to use assessment information to identify students who may need additional help with learning. The school has implemented a new system to recognise and support students with gifts and talents. However, the approach is not well matched to KHDA's requirements.
- Leaders have developed a robust system for monitoring and analysing students' punctuality to school. The recently introduced programme for middle and secondary phase students, to support appropriate decisions about further education and careers, is not fully implemented.

For Development:

- Ensure that the identification of students with gifts and/or talents is more closely aligned to KHDA's definitions.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Weak

- Changes in senior leadership and governance have brought fresh ideas, renewed momentum and a clear commitment to improving inclusion. There has not been sufficient time for their work to be fully developed and have a demonstrable impact.
- Leaders are focusing on improving identification systems as a priority. Better use of assessment data is now leading to more students being monitored with a view to identifying whether they have needs that require additional support.
- Parents' involvement in planning the provision made for their children has yet to be developed. Communication is still often achieved through the routine open-house and reporting arrangements used for all students. There is little training for parents to enable them to support their children at home.
- Individual education plans do not identify clearly the main barriers to students' learning. The advice they contain is not specific enough to help teachers to personalise their lesson planning. As a result, teaching is not regularly well matched to students' needs.
- During lessons, students of determination rarely make enough progress. This is because teachers do not have sufficiently high expectations of what they can achieve. The interventions provided by teachers too often prevent students developing interpersonal or independent working skills.

For Development:

- Ensure that individual planning for students of determination clearly identifies their needs and support strategies enabling them to make better progress with learning and personal development.
- Develop lesson planning which is personalised to the specific needs of students of determination.

6. Leadership and management

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

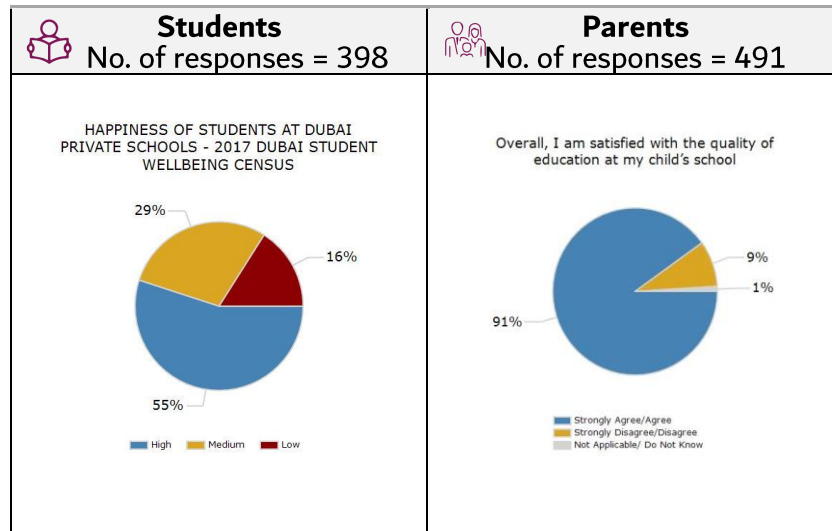
- The recently appointed principal has built a new leadership team who share her vision. Collectively, they have taken immediate steps to address significant priorities. Consequently, staff and students' safety and welfare are more secure. Senior leaders have initiated assessment systems and curriculum review in all phases. This is beginning to have an impact on academic outcomes. A minority of middle leaders have insufficient understanding of data handling to remove barriers to learning.
- Leaders at all levels have been engaged in self-evaluation. They have created extensive action plans for school development. However, they are not sufficiently focused on priorities, which restricts improvement. New monitoring systems have been implemented, but the teachers' appraisals focus too much on teaching and not enough on learning. Some middle leaders do not fully understand data and their ability to evaluate lessons accurately is underdeveloped.
- Parents are committed to the changes in leadership, valuing the new openness which is enabling them to be more proactive in their children's learning. They welcome regular progress reports, and the recent access to a portal enabling instant updates. Workshops are offered to parents where language may be a barrier to supporting their child's education. New Parent Ambassadors have increased understanding of the school's action plans. Links with the wider community are limited and do not, for instance, support careers guidance for older students.
- Governance is now provided by the new owners, their CEO, an education consultant, staff member and Parent Ambassadors. The Students' Council also has an input through open communication with the Principal. Each governor has a role to champion specific areas of the school in order to drive improvement. As the Governors' Council was established by the new owners and CEO only recently, its impact is not yet evident.
- The day to day functioning of the school is well managed by the Principal and CEO, assisted by several new senior administrative roles. Sixty additional staff have extended the capacity of the school. An action plan targets teaching and assessment through professional development. There are plans for immediate changes to the school day and for investments in technology to enhance learning, develop research and encourage critical thinking.



For Development:

- Design a lesson observation template that focuses on learning rather than teaching, and train academic leaders to use them to evaluate teachers' classroom practice.

The Views of parents and students

Before the inspection, the views of the parents, and 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"> The students who responded to the survey are largely positive about their school. They feel safe and well cared for. They particularly value the mutual respect of their peers and their teachers. A large minority feels they could achieve more in their work. While many students engage in some activity beyond the classroom, they feel that there is insufficient opportunity for sport.
 Parents	<ul style="list-style-type: none"> The majority of parents are very happy with the education and care provided by the school. A few parents commented negatively about the relationships between teachers and students, the quality of teaching, the lateness of the boys' shift, communication difficulties and lack of sports facilities. Inspection evidence suggests these are historical perspectives. The new school leaders have addressed all these issues but still need to improve the quality of teaching further.

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