

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

GOOD

المعرفة  
Knowledge

## INSPECTION REPORT

2017-2018

The Indian  
High School-  
Branch

Celebrating  
10 years of  
inspections

THE INDIAN HIGH SCHOOL-BRANCH

INDIAN (CBSE) CURRICULUM

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## School information

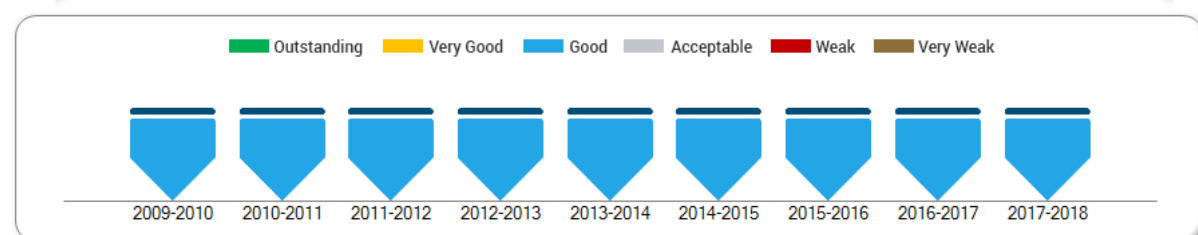
General information	
Location	Al Garhoud
Type of school	Private
Opening year of school	1961
Website	<a href="http://www.indianhighschooldubai.org">www.indianhighschooldubai.org</a>
Telephone	04-282-3555
Address	P.O. Box 106 Al Garhoud
Principal	Mrs. Amita Kapoor
Principal - Date appointed	4/1/2015
Language of instruction	English
Inspection dates	2 to 5 October 2017

Teachers / Support staff	
Number of teachers	310
Largest nationality group of teachers	Indian
Number of teaching assistants	26
Teacher-student ratio	1:14
Number of guidance counsellors	5
Teacher turnover	15%

Students	
Gender of students	Boys and girls
Age range	4-9
Grades or year groups	KG 1-Grade 4
Number of students on roll	4249
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	237
Largest nationality group of students	Indian

Curriculum	
Educational permit / License	Indian
Main curriculum	CBSE / CBSE
External tests and examinations	ASSET, CAT4
Accreditation	CBSE
National Agenda benchmark tests	ASSET

### School Journey for The Indian High School-Branch





## 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-Branch** was inspected by DSIB from 2 to 5 October 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

### Leadership and management

The overall quality of leadership in the school is good. Leaders have made improvements since the previous inspection. The school's links with parents and the broader community remain strong and influential. The governance of the school is effective in maintaining good overall performance, but progress on the previous recommendations is mixed. The school runs smoothly and is adequately staffed, but access to information technology is still too limited.

### Students' achievement

Students' achievements are very high in most key subjects. The exception to this is in their learning of Arabic, in which their progress is just acceptable. In English, they make outstanding progress. Children in the Kindergarten make outstanding progress learning numeracy. In both the Kindergarten and the primary phase, almost all students demonstrate very good learning skills.

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

In the Kindergarten, children are very mature for their age. They enjoy learning independently, sharing resources, and participate readily in initiatives that support others in the community. As students move into the primary phase, their relationships with their peers and adults in the school continue to be based on mutual respect. Students' have an excellent understanding of Islamic values and the Emirati culture.

### Teaching and assessment

The quality of teaching is good, slightly stronger in the Kindergarten than the primary phase. Most teachers deliver lessons that are carefully planned and build upon students' prior learning. The assessment of learning is effective; stronger in the primary phase than the Kindergarten.

### Curriculum

The curriculum is well designed and implemented in both phases. It is very well adapted in the Kindergarten to meet the needs of different children. Adaptations for students with special educational needs/disabilities (SEND) are mostly effective.

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

These aspects are of high quality in both phases of the school. All students are safe and well cared for. The quality of support has improved since the previous inspection, particularly for students with SEND.

### What the school does best

- The strong progress students make in learning English, mathematics and science and their very good learning skills.
- Students' outstanding personal and social development.
- The high quality provision for the curriculum, teaching and assessment of learning.
- The high quality protection, care, guidance and support of students.
- The good quality of overall leadership.



### Key recommendations

- Improve the leadership, teaching and learning of Arabic so that students make good progress.
- Improve the quality of teaching so that students experience consistently good lessons.
- Improve the school's self-evaluation processes so that the resulting judgements are accurate.
- Provide access to the internet for all students in all classrooms.

## Overall School Performance

Good

### 1. Students' Achievement

		KG	Primary
Islamic education 	Attainment	Not applicable	Good
	Progress	Not applicable	Good
Arabic as a first language 	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
English 	Attainment	Outstanding	Very good
	Progress	Outstanding	Outstanding
Mathematics 	Attainment	Outstanding	Very good
	Progress	Outstanding	Very good
Science 	Attainment	Good	Very good
	Progress	Good	Very good

	KG	Primary
Learning skills	Very good	Very good ↑

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

	KG	Primary
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

	KG	Primary
Teaching for effective learning	Good	Good
Assessment	Good	Very good

## 4. Curriculum

	KG	Primary
Curriculum design and implementation	Very good ↓	Very good
Curriculum adaptation	Very good	Good

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

	KG	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding
Care and support	Good	Good

## 6. Leadership and management

The effectiveness of leadership	Good ↓
School self-evaluation and improvement planning	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:**

- Students' attainment in the National Agenda Parameter (NAP) benchmark testing is above expectations in English. In science and mathematics it meets expectations.
- The school meets the registration requirements for the National Agenda Parameter.
- The NAP action plan addresses most key strategies to enable the school to meet its targets. A committed leadership team demonstrates a secure understanding of the analysis of data from NAP tests data. Interventions based upon the data analyses have a positive impact on student achievement. Appropriate training in interpreting and using the data is provided to all staff members.
- Cognitive Abilities Test 4 (CAT4) data are analysed well, exposing any gaps in students' achievement. The triangulation of internal assessments, ASSET tests and CAT4 results help teachers identify students' strengths and weaknesses. Most teachers have good understanding of the analyses.
- The curriculum is aligned to the content and skills of the Trends in Mathematics and Science Studies (TIMSS) tests for specific grades. The relevant National Agenda Parameter subject skills and knowledge are included in the curriculum.
- Outcomes of the CAT4 test and the NAP have had positive effects upon teaching strategies. Critical thinking questions and tasks, problem solving, enquiry, investigation and applications of learning to real life are regular features of students' learning.
- A majority of students are pleased to receive their NAP individual reports and report that they are using the data to refocus their learning. The lack of information technology in most parts of the school means that most students use technology at home for research and independent learning.

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

### Moral Education

- Moral education is not yet taught as a separate subject, but many of the topics are covered in the school's well-developed social studies programme, thematic assemblies and a range of charitable and community initiatives. A curriculum plan covering the specific moral education pillars has already been produced.
- Social studies teachers provide lessons that engage students well and encourage debate. The moral education co-ordinator ensures the concepts and language are consistent across the school.
- Students are active participants in lessons and take initiative to be involved in projects that support the environment and the local and wider communities, such as Food Bank collections.
- Evidence of students' personal development, social, emotional and thinking skills are assessed regularly by a variety of methods including students' participation in school projects and formal assessments. Parents are informed through the Student Achievement record.

**The school's implementation of the moral education programme is developing**

### Social Studies

- The curriculum for UAE social studies is well-planned and closely follows the UAE learning objectives. The timetabled allocation is well over the minimum requirement and is enhanced with many initiatives to develop the relevant skills and knowledge.
- Specialist teachers have deep subject knowledge. They engage students effectively through a range of resources and activities well matched to their abilities.
- Students are eager participants in lessons and in the many school activities linked to social studies. They undertake research projects and take responsibility for devising surveys and supporting other students.
- Teachers employ various methods to assess students' skills and report to parents such as through three formative and one summative assessment and evaluating the many projects students are involved in.

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


### Innovation in Education

- Students continue developing their use of technology, but too slowly. For example, when composing greeting cards, only a few students are enable to use tablet computers and the large majority use paper and pencils.
- Students continue to act as Food Inspectors to promote the 'Happy and Healthy Initiative.'
- Teachers are developing their questioning skills to promote higher order thinking; a minority do not demonstrate this skill.
- The curriculum is being adapted to promote innovative ways of thinking.
- Leaders use information technology and classroom observations to promote innovation in teaching and learning.

**The promotion of the innovation agenda is developing.**

## Main inspection report

### 1. Students' achievements


		KG	Primary
Islamic education 	Attainment	Not applicable	Good
	Progress	Not applicable	Good

- The majority of students have attained levels that are above the curriculum expectations across most of the key aspects of this subject.
- Students' memorisation and understanding of the Holy Qur'an is developing rapidly. Students' knowledge of Prophet Mohammad (PBUH) and age-appropriate concepts are well-developed. However, a few students display only a basic level of understanding. For example, they are able to list the Pillars of Islam accurately but are not secure in explaining them.
- The designated lessons for the recitation of the Holy Qur'an are enabling the majority of students to make accelerated progress in developing their understanding and application of the rules of recitation.

#### For development

- Create regular opportunities for students to apply their learning to their daily lives.




Arabic as an additional language 	KG		Primary
	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable

- Across most grades in the primary phase, the attainment and progress of most students are broadly in line with the curriculum expectations. Students' language skills in Arabic are inconsistent between different grades.
- Students in Grades 1 and 2 are making better progress than their peers in Grade 4. Most students have adequate listening skills and are familiar with an acceptable amount of vocabulary. They are able to respond to greetings and say a few basic sentences. Although they can recognise familiar basic text, too many students find it difficult to decode unfamiliar texts.
- Although the school is providing more opportunities for students to speak and write, the effectiveness of these is not yet evident.

#### For development


- Increase opportunities for students to make better progress in all four Arabic language skills.

English 	KG		Primary
	Attainment	Outstanding	Very good
	Progress	Outstanding	Outstanding

- Children's attainment in the Kindergarten is outstanding in all English skills. From low starting points, children make outstanding progress across the Kindergarten. Their reading and writing skills are a particular strength.
- In the primary phase, most students demonstrate very good skills in speaking, listening and reading. The emphasis placed on vocabulary acquisition and grammar skills is paying dividends. Students' extended writing skills are developing well and the majority of students write purposely and for various audiences.
- In many lessons, the extended writing tasks are too closely controlled by teachers and students are provided with insufficient time to produce high quality writing that matches their ability levels.

#### For development


- Provide regular, planned opportunities in lessons for students to further develop their extended writing skills in a variety of genres, including creative and factual.

		KG	Primary
Mathematics 	Attainment	Outstanding	Very good
	Progress	Outstanding	Very good

- A large majority of students attain levels that are above the curriculum standards. External assessments show that students attain higher levels than Dubai and international schools. They make very good progress in the primary phase. Their spatial awareness and geometry needs developing.
- Children in the Kindergarten demonstrate outstanding attainment and progress over time in relation to their starting points. In lessons, younger children select and order numbers accurately up to 10. Older children confidently name and sequence numbers to 50.
- Problem solving skills, cross curricular links and applications to real life are common features of students' achievements. Primary students can read, extract information, analyse and solve problems very well. They confidently communicate their reasoning to their classmates.

#### For development

- Develop students' knowledge and skills in geometry.

		KG	Primary
Science 	Attainment	Good	Very good
	Progress	Good	Very good

- Students' attainment in science is strongest in the primary phase, where an investigative, enquiry based approach. This enables them to make very good progress in acquiring knowledge and developing their skills. Limited links with other subjects in the Kindergarten means that the benefits of learning science are diminished.
- In the Kindergarten a lack of 'hands-on' and enquiry based science instruction limits children's curiosity and thus their progress in learning science. Primary age students discuss their scientific knowledge very confidently using accurate vocabulary.
- Focus on scientific methods and regular investigative practical work underpins the very good progress made by students in the primary grades. A strong emphasis on problem solving and critical thinking also supports the very good attainment and progress evident in the primary classes.

#### For development

- Provide enquiry based opportunities for children in the Kindergarten to develop their curiosity, skills and understanding.

	KG	Primary
<b>Learning Skills</b>	Very good	Very good ↑

- Almost all students demonstrate very good learning skills across the school. When they are appropriately guided, they take swift action to improve their work.
- The majority of students demonstrate good skills in collaboration. Their ability to listen closely, ask questions, analyse responses and respond thoughtfully to their peers enables them to deepen their learning in meaningful ways.
- In the majority of lessons across all subjects, students take opportunities to extend their learning through problem solving and critical thinking. This is not consistently evident in all subjects, which hinders students' progress.

#### For development

- Plan opportunities in all subjects to enable students to think critically and use learning technologies to carry out independent research.

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

	KG	Primary
<b>Personal development</b>	Outstanding	Outstanding

- All aspects of students' personal development are exemplary and these are a strong feature across the school. Students are confident, responsible learners who have excellent attitudes, behave well and are very respectful and considerate towards others.
- Students have a strong sense of personal responsibility, which is evident in classrooms and in the initiatives they lead, such as the Student Council and thematic morning assemblies. Their attendance and punctuality are very good.
- Students demonstrate an excellent understanding of safe and healthy living. They initiate many activities to promote health and well-being, such as the Health Fair and the 'H2 Program' which combines health and overall happiness. Students volunteer as food inspectors to monitor their peers' eating habits.

	KG	Primary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Outstanding	Outstanding

- Students across the school have strong knowledge and appreciation of Islamic values. They clearly reflect on their understanding of these values and how they influence local society.
- Students demonstrate high levels of appreciation and admiration for the UAE. Their knowledge of their own cultures is very strong.
- Thematic assemblies and the enhancement of the school's programme for social studies have resulted in an increased awareness of the UAE context and the wider world around them.

	KG	Primary
<b>Social responsibility and innovation skills</b>	Outstanding	Outstanding

- Students are proactive and responsible members of the school and the wider community. They purposefully initiate many volunteering activities such as 'Happiness Ambassadors,' 'Smile Volunteers' and reading stories to patients in local hospitals. Students' contributions have very positive effects upon the local community.
- Students have an excellent work ethic and are highly resourceful and creative. They lead special initiatives and thematic morning assemblies. They develop other entrepreneurial projects such as 'Movie for a Cause' and selling plants. These have significant social benefits as the proceeds go to local charities.
- Students show insightful understanding of environmental sustainability and care greatly about their school environment. They have taken initiatives to save water and energy. Following a survey designed by the Student Council they created the 'Green Class.'



### 3. Teaching and assessment

	KG	Primary
Teaching for effective learning	Good	Good

- The quality of teaching is good across the school but it is inconsistent in some subjects and classes, resulting in a minority of students not learning what they are capable of.
- Learning objectives and success criteria are not identified sufficiently clearly in some teachers' lesson plans, making it difficult for them to precisely focus on and assess students' learning.
- A minority of teachers plan lessons that do not take into account the needs of different groups of students, particularly the most able students in each class.

	KG	Primary
Assessment	Good	Very good

- The assessment of learning is reliable and valid, except in Arabic, where it is less so. In the Kindergarten, assessments are sometimes too subjective. Objective monitoring and oversight would improve its reliability and thus improvements to teaching and learning.
- In the primary phase there is some misalignment between the internal summative assessments and the external tests that students take. This means that teachers, students and their parents may misunderstand the accurate levels for students' attainment..
- The CAT4 predictive data are used effectively and support focused lesson planning, especially for teachers who have students with SEND.

#### For development

- Ensure that teachers plan clear learning objectives, communicate them to students and use them to assess learning.
- Develop peer and self-assessment across all subjects which allow students to focus on their personal strengths and weaknesses and identify their next steps in learning.

## 4. Curriculum

	KG	Primary
<b>Curriculum design and implementation</b>	Very good ↓	Very good
<ul style="list-style-type: none"> <li>The curriculum has a clear rationale and meets statutory requirements and the national priorities. A range of extra-curricular activities and clubs meet students' interests. Cross-curricular links are planned carefully and implemented effectively in many lessons.</li> <li>The curriculum is reviewed periodically to incorporate the national priorities and gap analysis underpins modifications in order to achieve success in external bench marking tests.</li> <li>With the exception of science in the Kindergarten and Arabic in the primary phase, the scope and sequence map ensures continuity, depth and vertical progression.</li> </ul>		
	KG	Primary
<b>Curriculum adaptation</b>	Very good	Good
<ul style="list-style-type: none"> <li>The school is successful in ensuring that all teachers modify the curriculum to meet the needs of students with SEND through regular monitoring. However, modifications are not fully matched to the differing needs of some students. Higher attaining students would benefit from more challenge in their learning.</li> <li>In Arabic, insufficient account is taken of students' attainment levels in lesson planning. Children in the Kindergarten have very good opportunities to explore and initiate their own ideas. There is scope to promote students' creativity in most subjects.</li> <li>The curriculum offers opportunities to promote students' understanding and appreciation of the culture and heritage of the UAE. Students have a clear understanding of the National Agenda and regularly celebrate the growth and culture of the country.</li> </ul>		
<b>For development</b>		
<ul style="list-style-type: none"> <li>Increase the opportunities for the promotion of creativity systematically across all subjects.</li> </ul>		

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

	KG	Primary
<b>Health and safety, including arrangements for child protection / safeguarding</b>	<b>Outstanding</b>	<b>Outstanding</b>
<ul style="list-style-type: none"> <li>The care, protection and safeguarding of students remain highly effective and consistent in the two phases. Provision is consistent and strong across the school. Students' supervision on the campus and during buses' arrival and departure is highly effective.</li> <li>Particular strengths are the rigorous and comprehensive policies and procedures that ensure students' safeguarding. The policies are reviewed regularly and all staff members receive training with regards to any changes in the policies. Record keeping is well organised and updated.</li> <li>The school premises are well maintained and the learning environment supports the academic and emotional needs of students. The school's promotion of a healthy life style is evident across the whole school and is very successful.</li> </ul>		
<b>Care and support</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"> <li>Pastoral support and guidance for students is a strength of the school. Systems for managing students' behaviour, and for monitoring their well-being and personal development, are very effective and ensure that their conduct is exemplary at all stages. The guidance provided to accelerate students' academic progress is developing well.</li> <li>The school has reviewed its procedures for monitoring attendance and punctuality. This allows a full and accurate record of attendance to be seen on any given day and over time.</li> <li>Specialist staff members are still developing their professional skills in identifying students with SEND and those who are gifted and talented. Very effective support for students with SEND is provided through individual programmes. The school is beginning to take steps to ensure that teachers match tasks and activities more effectively to the differing needs of students in classes.</li> </ul>		
<b>For development</b>	<ul style="list-style-type: none"> <li>Specialist teachers should continue to develop their professional skills in identifying students with SEND and those who are gifted and talented.</li> </ul>	

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

### Provision and outcomes for students with SEND

Good

- The governor for inclusive education and the inclusion champion are successfully promoting an inclusive ethos. Inclusion team leaders oversee the development of the school's inclusion plan. They ensure that interventions to support students with SEND are regularly monitored.
- The school is improving approaches to identifying students with SEND. It has developed a framework for identifying students' needs based on the national categories of need. This is helping regular teachers and specialists to better understand and respond to students' needs.
- Parents make significant contributions to supporting their children's learning. They are fully involved in the identification process, helping to formulate individual education plans and review their children's progress. Parents value the quality of communication, guidance and support from the school.
- Teachers modify the curriculum to meet the needs of students with SEND as part of their planning. In most lessons, students are engaged in relevant and meaningful learning opportunities which take account of their individual needs. Students have access to individualised programmes in withdrawal groups with special educators.
- Students are making sustained progress, developing resilience and confidence to become more independent. All students display positive and responsible attitudes towards learning. A significant number of students with SEND are moving closer to age-related expectations and a few are making better than expected progress.

### For development

- Ensure all specialist teachers receive appropriate training to identify more accurately students' needs at an early stage.



## 6. Leadership and management

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




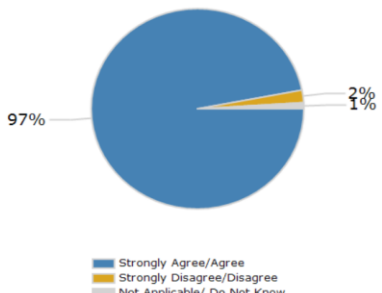
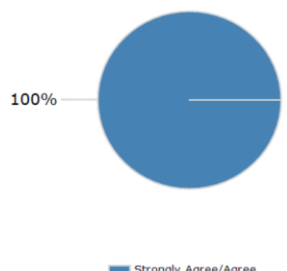
- The quality of leadership is good in almost all parts of the school. Leaders share responsibilities and a common vision for the future. Most leaders have secure knowledge of the curriculum, teaching, learning and assessment. Relationships are very positive and internal communication is effective. The leaders have demonstrated the capacity to improve the school and know what to do next.
- The school's internal evaluation processes are rigorous and regular. They involve many stakeholders and track the progress made on the recommendations from the previous inspection. The resulting document is comprehensive and refers to many sources of evidence, including the appraisals of teaching quality and learning outcomes. Some of the judgements about the school's provision and outcomes are too generous, meaning that aspects needing improvement are not clearly identified.
- Partnership is a significant strength of the school. Various means of communication enable parents to be aware school activities and their children's performance. Liaison with school authorities address any concerns. The school collaborates with neighboring and international schools by means of sports events.
- The governance of the school includes representation from various stakeholders and their opinions are regularly solicited. Governors monitor the school's actions very regularly and are on site frequently. There is an effective system for accountability that keeps governors informed of events. The governors exert a positive influence on the school, but some aspects remain unchanged from previous years.
- The school functions smoothly. The shared roles and responsibilities help to fulfil the school's vision. A range of specialist facilities and learning environments promote extended learning beyond the classrooms. However, limited access to information technology hinders the development of students' research skills.




### For development

- Improve leadership of the Arabic programme so that the quality of teaching and learning results in good progress by most students.

## 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> No. of responses = 0	 <b>Parents</b> No. of responses = 1020	 <b>Teachers</b> No. of responses = 234
Not Applicable	<p>I am happy with the work that KHDA is doing</p>  <p>97% 2% 1%</p> <p>Strongly Agree/Agree Strongly Disagree/Disagree Not Applicable/ Do Not Know</p>	<p>Overall, I am satisfied with the quality of education at my school.</p>  <p>100%</p> <p>Strongly Agree/Agree</p>

 <b>Students</b>	<ul style="list-style-type: none"> <li>There are no students age 15 and above at this school.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>A representative number of parents responded to their survey again this year. Almost all who responded, are positive in their opinions of the school's provision and outcomes. A few complained about the hygiene of the toilets, the safety of their children on buses and the quality of communication with their children's teachers. A few parents added that the bus trips are unreasonably long each day.</li> </ul>
 <b>Teachers</b>	<ul style="list-style-type: none"> <li>A representative number of teachers responded to their survey. All are very positive on all aspects of the school's work.</li> </ul>

### 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)