

INSPECTION REPORT

2022-2023



THE INDIAN ACADEMY

INDIAN CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Muhaisnah 4
	Opening year of School	2012
	Website	www.indianacademydubai.com
	Telephone	97142646733
	Principal	Shiny Davison Francis
	Principal - Date appointed	8/16/2022
	Language of Instruction	English
	Inspection Dates	16 to 20 October 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1184
	Number of Emirati students	0
	Number of students of determination	72
	Largest nationality group of students	Indian

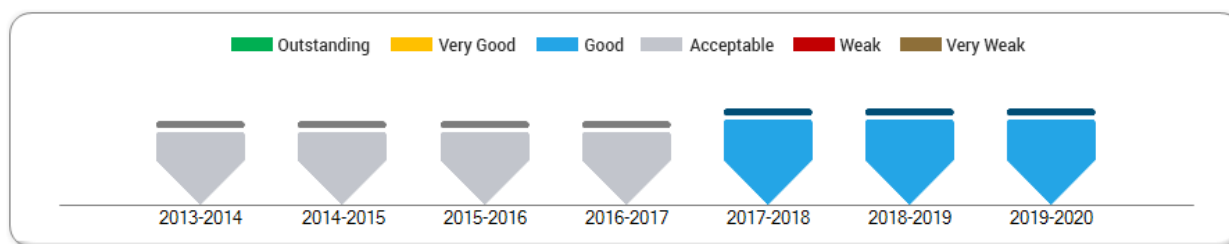
TEACHERS

	Number of teachers	84
	Largest nationality group of teachers	Indian
	Number of teaching assistants	19
	Teacher-student ratio	1:15
	Number of guidance counsellors	1
	Teacher turnover	14%

CURRICULUM

	Educational Permit/ License	Indian
	Main Curriculum	Indian
	External Tests and Examinations	CBSE
	Accreditation	CBSE

School Journey for THE INDIAN ACADEMY



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Attainment, progress and learning skills are very good in English, mathematics and science in Kindergarten (KG). In the other phases, attainment and progress are at least good in the core subjects and acceptable in Islamic education. Achievement is weak in the upper two phases in Arabic as an additional language. Learning skills are at least good across the school.
- Students have positive attitudes towards school and learning. They demonstrate self-discipline and follow school rules. Students in Secondary respond well to critical feedback from their teachers and can take the initiative to improve their learning. Students have a clear knowledge and understanding of Islamic values and how they influence life in the UAE. Students across the school engage in entrepreneurial projects that promote social responsibility.

PROVISION FOR LEARNERS

- Teachers have secure subject knowledge and create motivating learning environments. In the best lessons, teachers provide appropriate levels of challenge and support, as well as opportunities for independent learning. The assessment information is not consistently used to plan lessons that meet the needs of individual students. Teachers of Arabic and Islamic education need to develop teaching strategies which enable students to know more, remember more and do more.
- The curriculum is fully compliant. There is an appropriate focus on the development of knowledge and skills. Cross-curricular links are planned carefully, both in lessons and beyond, to enhance students' transfer of learning between subjects. In KG, these links are not totally meaningful for children. Students of determination are provided with Individual Education Plans (IEPs) to achieve set targets. The curriculum is also partially successful in meeting the needs of students who have gifts and talents.
- Policies and protocols for safeguarding students are comprehensive, rigorously followed and regularly communicated to stakeholders. The safety of students around bus transportation is efficiently organised and supervised, with a bus bay which is separated from the school. Traffic congestion outside the school is not adequately monitored. The wellbeing of students, parents and staff is a priority for the school. This is evident in all aspects of school life.

LEADERSHIP AND MANAGEMENT

- The principal and the leadership team have a clear strategic vision and direction which are aligned well with the UAE national priorities. Most leaders have strong instructional leadership skills, but middle leaders need to be consistent in demonstrating best practices in teaching, learning, assessment and curriculum development. The governing body has a full representation of all stakeholders and working on ensuring the implementation of the school's priorities.

The best features of the school:

- The very good quality of achievement in English, mathematics and science in Kindergarten
- The personal and social development of students across all phases
- The health, safeguarding and child protection processes
- The commitment and support of parents and their belief in the school's ethos, mission and vision

Key Recommendations:

- Improve the quality of teaching for effective learning and use of assessment in Arabic and Islamic education so that students can achieve well.
- Ensure consistency in the quality of teaching within and between the subject areas and phases, so that students access high-quality learning experiences.
- Develop the leadership skills of middle leaders, particularly in Arabic and Islamic education, so that all demonstrate best practices in teaching, learning, assessment and the full understanding of curriculum expectations.
- Ensure that the school provides adequate opportunities for extra-curricular activities to enrich students' lives.

Overall School Performance

Good

1. Students' Achievement

		KG	Primary	Middle	Secondary
<p>Islamic Education</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
<p>Arabic as a First Language</p>	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Weak ↓
	Progress	Not applicable	Acceptable	Weak	Weak ↓
<p>English</p>	Attainment	Very good	Good	Good	Very good
	Progress	Very good	Good	Good	Good
<p>Mathematics</p>	Attainment	Very good	Very good	Good	Good
	Progress	Very good ↑	Good	Good	Good
<p>Science</p>	Attainment	Very good	Very good ↑	Very good	Very good
	Progress	Very good	Very good ↑	Very good	Very good

	KG	Primary	Middle	Secondary
Learning skills	Very good	Good	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

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

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

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the 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.](#)

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

	Whole school	Emirati cohort
Progress in international assessment	above expectations	Not applicable

- The school exceeds its PISA targets in science and reading but not in mathematics. In TIMSS, the school has not achieved its targets in mathematics and science in Grade 4 but exceeded them in Grade 8. ASSET benchmark tests indicate outstanding performance in English, very good performance in science and good in mathematics. Overall, progression is very good in international and benchmarking assessments.

	Whole school
Leadership: data analysis and curricular adaptation	above expectations

- The National Agenda action plan successfully addresses all points raised in the previous inspection report and in international and benchmarking assessments reports. Leaders analyse all available data thoroughly, including CAT4, and use this analysis to adjust the curriculum. Assessment data are made available to teachers, but the use of data in modifying learning experiences and addressing the needs of all students is inconsistent.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations	Not applicable

- The school has recently implemented a recognised proprietary reading literacy assessment. Across the school, the development of critical thinking, inquiry and research skills is variable. The promotion of critical thinking is stronger in English and science. In mathematics, the quality of tiered-level tasks requiring more reasoning and problem-solving is not high. Students use learning technology devices skilfully. However, research is still limited in English.

Overall, the school's progression to achieve the UAE National Agenda targets is above expectations.

For Development:

- Ensure that all teachers are skilled in using National Agenda Parameter (NAP) data to modify teaching to match the needs of all students.
- Explore how best to support students' inquiry, discussion and critical thinking in lessons across all subjects and phases.

Wellbeing

The quality of wellbeing provision and outcomes is at a high level:

- The school has developed a strong vision for wellbeing which filters through the life of the school. This vision has been developed over many years and continues to evolve to meet future challenges. Provision for wellbeing is developing in consultation with all stakeholders and using all available data. Wellbeing champions are proactive in monitoring wellbeing through surveys. As the provision grows, it is important to develop the monitoring and evaluation processes to gauge its overall effectiveness.
- The school is proactive in addressing students' wellbeing needs, including Individualised care. Students self-refer using the worry box, through their class teachers and via their parents. Wellbeing champions, in conjunction with parent, student and staff ambassadors, provide regular and innovative inputs. Highly qualified and experienced staff are accessible throughout the day. They have developed methods to gauge emotional variation on a daily basis, for example, the wellness meter and the human library. Continued professional development is important to bridge any gaps in knowledge and skills.
- A depth of wellbeing curricular schemes are offered within the school. Each day is themed and classes experience wellbeing activities developed from these themes. Many of the activities are developed and led by students. Assemblies and awareness events compliment the wellbeing curriculum. The school recognises the need for a more explicit focus across phases. Students are aware of and generally practice healthy lifestyles. Students are motivated, demonstrating positive attributes, attitudes and engagement with others and the curriculum. Students report that they feel safe at school and are absent of worries.

UAE social studies and Moral Education

- The school follows the UAE social studies and moral education framework in an integrated approach across all phases.
- Two periods of 40 minutes each are allocated for Moral, Social and Cultural studies (MSC). They cover moral education programmes and the UAE social studies up to Grade 9. From Grades 10 to 12, there is one lesson each, which complies with the MoE requirements. Extension activities such as field trips and project work bring in additional instructional time for students. In KG, one period of 40 minutes is allocated weekly to Moral Education Programme (MEP).
- Teachers use a variety of resources to enhance the provision, for instance, presentations, live worksheets, and online quizzes. Parents and community organisations are also involved in enriching students' knowledge about UAE heritage and culture.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Internal data do not reflect students' observed achievement in lessons and in their work. Secondary students make slightly better progress in lessons. Pre-assessment activities and some disruptions in the lower grades slow the pace of learning in Primary.
- Primary students have adequate knowledge about the miracles of the Prophets. Students can read verses from the Holy Qur'an in Arabic, but memorisation and understanding of the verses are inconsistent. Students in Middle and Secondary can link their learning about moderation in spending, planning, and preventative health care in Islam to real life.
- Collaborative learning has improved in the senior sections of the school. However, students are not challenged enough to support their responses with evidence from the Holy Qur'an or Hadith. The school offers the Holy Qur'an Hafiz programme at its mosque, but only 18 students are enrolled so far.

For Development:

- Improve students' memorisation and comprehension of required verses from the Holy Qur'an and their ability to cite references from the Holy Qur'an and Hadith.
- Improve the use of time and establish effective routines for learning in the primary phase.

Arabic as an Additional Language

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

- Internal and external data do not reflect the actual levels of students' attainment. Primary students make better progress in lessons than in upper phases. Attainment and progress in Secondary have dropped due to ineffective teaching and inaccurate assessment of students' knowledge and skills.
- Primary students' reading comprehension skills meet expectations. Students can introduce themselves in simple sentences. Students in Middle possess adequate knowledge of target vocabulary and structures, such as adverbs of time and place, and present tense verb conjugations. Secondary students lack the vocabulary to ask simple questions or exchange short conversations. Reading skills in the senior phase are underdeveloped, and independent writing is insecure.
- The school has introduced the International Benchmarks Tests (IBT) as an external benchmark; however, the results obtained in the middle and secondary phases lack validity and reliability.

For Development:

- Establish an accurate starting level for all students in all lessons so that their learning needs are met.
- Adapt curriculum and teaching to improve students' reading comprehension and vocabulary acquisition beyond the decoding stage.
- Ensure the development of students' independent writing skills.

English

	KG	Primary	Middle	Secondary
Attainment	Very good	Good	Good	Very good
Progress	Very good	Good	Good	Good

- There are particular strengths in listening, reading and literacy where most students learn English as an additional language. Age-appropriate handwriting and written expression are stronger in the KG than in Primary and Middle. Senior students develop their linguistic skills successfully. A majority of girls have outperformed the boys across all phases in external and internal assessments.
- In their work and lessons, children in KG skilfully use phonics to decode, read and write words and short sentences independently. Secondary students produce articles and stories of varying lengths. Grammar and spelling are mostly accurate in Primary and Middle.
- Debate and discussions are stronger in Secondary where argumentative points of view are exchanged successfully, for instance, in writing biased reports. Students do not have enough opportunities to engage in research and inquiry.

For Development:

- Raise expectations and challenge in Primary and Middle, so that students provide more extended answers and quality creative writing.
- Strengthen students' speaking and writing skills by providing opportunities for research, inquiry and extensive writing.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Very good	Very good	Good	Good
Progress	Very good ↑	Good	Good	Good

- In Primary, students' test results on the ASSET standardised assessments indicate outstanding results, while data show continuous decline in attainment levels as students move up the grade levels. In the Central Board of Secondary Education (CBSE) examinations, attainment in Grades 10 and 12 reflects weak outcomes.
- In KG, children count reliably and place numbers in order. They understand and talk about size, quantity, and shape to compare objects and solve problems. In Primary, numeracy strategies and mental mathematics are not well established, particularly in lower Primary.
- In Middle and Secondary, students can problem-solve and engage in critical thinking to some degree. Yet they do not show sufficient flexibility with reasoning to challenge assumptions or test hypotheses on a regular basis.

For Development:

- Improve students' abilities to analyse information more critically and to ask questions to test ideas and hypotheses.

Science

	KG	Primary	Middle	Secondary
Attainment	Very good	Very good ↑	Very good	Very good
Progress	Very good	Very good ↑	Very good	Very good

- Students across the phases show growing ability in skills of inquiry and scientific investigations. They achieve high levels of attainment in international examinations and benchmarking tests. Similar standards are evident in their lessons, workbooks and assignments.
- A large majority of students demonstrate knowledge and understanding of scientific concepts that are above curriculum standards. Students make effective use of scientific methods to draw conclusions and use appropriate vocabulary in their thinking and communication of ideas. Secondary students are better equipped with skills in planning and conducting experiments.
- Primary students are developing scientific knowledge as a result of challenging laboratory activities leading to enhancement in levels of attainment and progress. Critical thinking and investigative skills are yet to be secured consistently across all phases.

For Development:

- Raise the challenge for students to develop their skills of independent and critical thinking.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Very good	Good	Good	Good

- Students enjoy their studies and take increasing responsibility for their own learning. In KG, children show keen interest to be creative when answering mathematical word problems. Students across the phases show growing stamina to work out their task sheets without teachers' interventions and to deepen their knowledge.
- Most students know their strengths and areas for development and are able to communicate their learning through presentations, role plays and individual and group responses. In most subjects, they make purposeful connections with previous learning and link new knowledge with their understanding of the world. In mathematics, they need to be more effective in achieving solid conceptual understanding.
- Critical thinking, problem-solving and the use of learning technology are developing features in the school. However, independent learning, enquiry and research are yet to be embedded in lessons.

For Development:

- Create more opportunities for students to engage in research, inquiry and innovation skills to achieve their full potential and enhance their learning experiences.
- Ensure students become independent learners and find things for themselves by using a variety of resources.

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

	KG	Primary	Middle	Secondary
Personal development	Very good	Very good	Very good	Outstanding ↑

- Students have positive attitudes towards school and learning. They demonstrate self-discipline and follow school rules. Their behaviour and self-discipline contribute to a safe and harmonious learning environment in most lessons. Students in Secondary respond well to critical feedback from their teachers and peers and take initiatives to improve their learning.
- Students are sensitive to the needs and differences of others and consistently help and look out for one another in lessons and during breaks. Mutual respect between members of staff and students is established throughout the school. Bullying in school is rare.
- Students eat healthy foods and are trained to monitor the healthy choices in lunch boxes. Students have PE lessons, but they do not have access to team sports opportunities outside of lessons. Students are punctual to lessons, and the attendance rate is high across phases.

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

- Students have a clear knowledge and understanding of Islamic values and how they influence life in the UAE. They relate well to the values of tolerance, charity, and responsibility in their community. They promote Islamic values of collaboration and support of one another in their school.
- Students are very knowledgeable and respectful of Emirati culture and heritage. They have a clear understanding of the UAE's journey from the desert to space and the UAE's development which is driven by its visionary leaders. They involve themselves fully in the UAE national celebrations and with the singing of the UAE national anthem.
- Students show a clear understanding of their own culture and identity in relation to other cultures around them. They participate in a global exhibition day. However, their knowledge of other world cultures, especially wider Arabic culture, is not as strong.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Very good	Very good ↑	Very good	Very good

- Students have a strong sense of personal responsibility and commitment to the school ethos. They participate in a range of activities that have positive effects on the school community. They care for and support one another and adults within the school.
- Students across the school engage in entrepreneurial projects that promote social responsibility and giving to others. They participate in inter-school and other competitions locally and internationally. Students in Grades 1 to 8 take responsibility for developing practical digital solutions to real-life problems.
- Students are aware of environmental issues and are committed to initiatives related to reducing their carbon footprint and conserving water and power. Recycling is actively supported and promoted by students.

For Development:

- Increase opportunities for team sports.
- Improve students' knowledge and understanding of world cultures.
- Seek opportunities for students to be involved in conservation projects that have a positive impact on the school and the wider environment.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good	Good	Good	Good

- Teachers have secure knowledge of their subjects and in English, mathematics and science apply their knowledge successfully, so students know more, remember more and do more. They use purposeful lesson plans in most subjects. However, these are not always successfully implemented in Arabic and Islamic education. Teachers provide interesting learning environments, particularly in KG, where the children become very successful learners
- In the best lessons, teachers ask probing questions, and students engage in meaningful discussion and reflection, for instance, in English-biased report writing in Grade 12. Most teachers do not provide effective strategies consistently to meet the individual needs of all students.
- Teachers have yet to develop students' critical thinking and problem-solving skills systematically. Increasing the levels of expectations and challenge and adopting strategies that encourage research and inquiry will support this development.

	KG	Primary	Middle	Secondary
Assessment	Very good	Good	Good	Good

- In KG, internal assessment processes are linked to CBSE curriculum standards and EYFS learning goals. They include anecdotal records, checklists, and a skills tracker. Weekly observations are used to inform learning and teaching and to modify plans for the following week. These processes are reflected in other phases but are least effective in Arabic.
- The school is robust in its analysis of assessment data. It compares results from CAT4, internal assessments, National Agenda benchmark tests and CBSE board examination data and uses this analysis for curriculum planning and for monitoring students' progress.
- However, the use of assessment data to identify strengths and weaknesses in students' performance, and the setting of individual targets are still variable across subjects and phases. Teachers' feedback on students' work and their self-and-peer assessment are helping students to understand the next steps in their learning.

For Development:

- Ensure that information from assessments is used effectively to plan lessons that meet the learning needs of all students.
- Provide more opportunities for students to engage in research and inquiry.
- Improve the quality of teaching and assessment processes in Arabic and Islamic education to match those in other subjects.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Good	Good	Good

- The curriculum is fully compliant and meets all national and authorised statutory board requirements. Content and activities are well matched to the age of most students, and there is an appropriate focus on the development of knowledge and skills.
- The school has improved the curriculum to provide smooth transition and continuity across all phases. It offers a range of opportunities and choices for all students to enjoy and benefit from, and meets their talents, interests and aspirations. Cross-curricular links are planned to enhance students' transfer of learning between different subjects. In KG, these links are not sufficiently purposeful.
- The school conducts regular reviews to identify learning gaps and strategies to meet the academic and personal development needs of most students.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Good	Good

- The school is successful in adapting the curriculum to provide learning activities designed to meet the needs of most students, including students of determination who are provided with IEPs to achieve specific targets. The curriculum is also partially successful in meeting the needs of students who are gifted and talented.
- The curriculum is interesting and provides a range of opportunities for creativity, enterprise, and social contribution, such as youth enterprise activities to increase students' financial awareness. The school provides some extra-curricular activities, although these are limited to the promotion of students' skills development and their health and wellbeing.
- Students are provided with many opportunities and experiences to understand and celebrate the heritage and culture of the UAE and India through a variety of school-wide events. Exposure to world cultures is not sufficiently evident.

For Development:

- Implement the curriculum more effectively in the primary and middle phases to enhance students' skills in independent learning, problem-solving, critical thinking and innovation.
- Strengthen curriculum adaptation for students of determination and those who are gifted and talented to ensure their success and aspirations.

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- Policies and protocols for safeguarding students are comprehensive, rigorously followed and regularly communicated to members of staff, parents and students. Well-resourced security measures are in place, and evacuation and lockdown drills are systematically rehearsed.
- Buildings and outdoor areas are routinely checked and well maintained, and any incidents are quickly responded to. Detailed and secure records of safety issues and actions are maintained. Some of the school's premises are not totally suitable for students or staff with restricted mobility.
- The safety of students around bus transportation is efficiently organised and supervised, and the bus bay is separated from the school. Traffic congestion outside the school is not adequately monitored.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- The wellbeing of all is a priority for the school. This is evident in all aspects of school life. The wellbeing focus has facilitated strong relationships, enabling a purposeful and respectful environment.
- The school has developed effective systems to identify students of determination. This identification results in timely and appropriate intervention, including IEPs with suitable and measurable targets. However, the strategies to support individuals within the classroom are not applied consistently by teachers.
- The identification of gifted and talented students has improved, and the school is continuing to develop opportunities within its co-curricular programme. The school recognises the need to explore how it can adapt teaching to support those students in the classroom more successfully.

For Development:

- Ensure that all teaching and learning support the progress of all groups of students, including students of determination.
- Enhance the procedures for supervising traffic and protecting students' safety during drop-off and pick-up times.
- Ensure that plans to enable access to upper levels of the school for people with limited mobility are fully implemented.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- School leaders and governors have demonstrated a commitment to inclusive education. Their policy actively welcomes students of determination, and they continue to invest in specialist facilities to support these students.
- Identification information, in addition to internal and external diagnostic reports, provide a strong basis for individual education planning. However, the school does not personalise the teaching and learning strategies to support students of determination successfully.
- Parents receive regular updates on their children’s progress through both formal and informal communications. They are involved in writing their children’s IEPs and can access training to support them in actioning points within the plans.
- Many students of determination access a range of intervention sessions to support their individual needs. The school has also started to develop a life skills provision in response to the diversity of student needs.
- Student progress is effectively tracked and monitored using assessment data, target setting and information from the Learning Support Assistants (LSA). This process forms part of a plan and review cycle which in turn informs future interventions.

For Development:

- Expand the existing curriculum pathways to provide more alternative and skill-based options to suit the needs of future students.
- Deploy individualised and personalised teaching strategies for students of determination.

6. Leadership and management

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

- The principal and her senior team have a clear strategic vision and direction aligned well with the UAE national priorities. Middle leaders are aware of the challenges and priorities to achieve high levels of performance. Most leaders are strong practitioners. They now need to be more consistent in their ability to initiate and implement innovative solutions, to improve teaching, learning and assessment and thereby achieve higher standards of student learning and personal development.
- The school has a systematic and structured approach to self-evaluation and improvement planning. Leaders review and make effective use of the information from external and internal assessments and the outcomes from lesson observations and scrutiny of students' work. Teachers are given regular time to share good practices and to reflect on improving their teaching performance. The school's action plan is detailed and addresses all school priorities, but the outcomes are yet to be specific in order to measure and monitor their impact.
- Parents consider themselves crucial partners in their children's learning and the wider life of the school. They have access to meet and voice their views to all leaders and teachers. Most are well-informed about their children's academic, personal and social development. They receive detailed and timely reports. The school supports a number of local charities and is developing national and international partnerships.
- The governing board has a full representation of all stakeholders and brings a range of experiences and expertise to the work of the school, including the area of inclusion. The principal reports in detail to the board on the academic performance and achievements of students. The board holds the principal to account through the Chief Education Officer. The board provides strategic guidance for the school's development and improvement. Members are working on ensuring the implementation of all of the school's priorities.
- The day-to-day management of the school is efficient. The principal and her team have established well-known daily routines. Almost all teachers and staff are qualified to fulfil the school's vision and mission. They benefit from a range of continuous professional training programmes that support the school's priorities but are not always subject-specific. The premises and facilities provide a clean, well-maintained and safe environment. Most classrooms and other specialist learning facilities are suitable and support effective teaching and students' learning needs.

For Development:

- Support middle leaders in demonstrating best practices in teaching, learning, assessment and curriculum development.
- Ensure that the staff professional training programme is based on the needs identified through the monitoring of teaching and learning in each department.

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 QA.Schools@khda.gov.ae