

ACCEPTABLE



2019-2020

INSPECTION REPORT

CBSE CURRICULUM

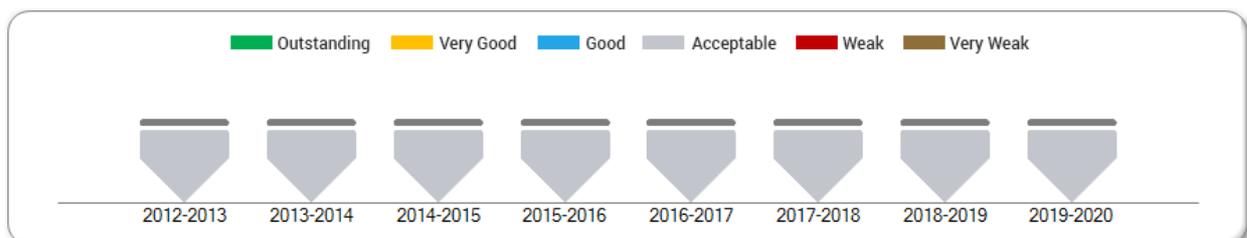
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School Information

General Information	 Location	Dubai Silicon Oasis
	 Opening year of School	2011
	 Website	lhsdxb.net
	 Telephone	+97143423909
	 Principal	Ms. Rebecca Antony
	 Principal - Date appointed	10/1/2018
	 Language of Instruction	English
	 Inspection Dates	From 21 to 24 October 2019
Students	 Gender of students	Boys and girls
	 Age range	From 4 to 15 years
	 Grades or year groups	From Kindergarten (KG) 1to Grade 10
	 Number of students on roll	1905
	 Number of Emirati students	0
	 Number of students of determination	122
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	198
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	31
	 Teacher-student ratio	1:10
	 Number of guidance counsellors	7
	 Teacher turnover	19
Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	CBSE
	 External Tests and Examinations	CBSE, ASSET
	 Accreditation	CBSE
	 National Agenda Benchmark Tests	ASSET, Cognitive Abilities Test (CAT) ⁴

School Journey for THE INDIAN INTERNATIONAL SCHOOL (DSO BRANCH)



Summary of Inspection Findings 2018-2019

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

Students Outcomes

- Attainment and progress are good in the Kindergarten phase and good in English, mathematics and science in the secondary phase. Attainment and progress in Arabic and Islamic Education are good in the primary phase but continue to lag behind the other key subjects, especially in the secondary phase. The quality of learning skills demonstrated by students is acceptable overall.
- Students' personal development is very good across the school. They demonstrate positive attitudes to their studies and behave well, both inside and outside of their classes. Students' understanding of Islamic values and cultures, alongside their sense of social responsibility and their environmental awareness, is very good. Attendance and punctuality are good across the school.

Provision for learners

- The quality of teaching is variable across the school. The school rightly focusses on the extensive professional development of teachers, but the full impact of this initiative is yet to be realised in all classrooms. Relationships are supportive but not all teachers plan sufficiently skillfully to meet the needs of all students. Assessment systems are improved, but available data is not always used effectively by teachers in their planning and interventions.
- The school follows the CBSE curriculum and statutory curriculum requirements are fully met, with additional Arabic offered in the Kindergarten. The curriculum is enhanced through a range of additional, after school activities although work linking subjects is less evident. There are modifications made to what is to be taught to and learned by students of determination and those who are gifted and talented. However, there remains a level of inconsistency in the school's approach to personalising provision.
- The health, safety and protection of students is very good across the school. The care, guidance and support of students is good. The school provides a safe and supportive environment. Safeguarding and child welfare procedures and practices are very well supported. Students have access to a range of academic, social and emotional support. Older students receive guidance on career pathways and transition arrangements.

Leadership and management

- Senior and middle leaders, alongside governors have worked with determination and commitment to encourage, motivate and develop teaching staff, as well as to successfully engage parents and support students. Staff morale is high, and relationships are professional and constructive. Development planning is thoughtful but recent improvements have not yet had time to have an impact. Communication with parents and relationships with the community are improving.

The Best Features of The School:

- The good achievement in the Kindergarten as well as the good achievement in English, mathematics and science across the secondary phase.
- Students' very good personal development, positive attitudes, social skills, environmental awareness and their understanding of Islamic and Emirati culture.
- The good teaching and learning in the Kindergarten and the secondary phase, as well as good teaching in English, mathematics and science in the middle phase.
- Procedures to ensure the health and safety of students are very good. Students say that they feel safe, and parents agree. The school provides a very caring and supportive environment.
- Effective leadership and governance have provided a firm foundation for further improvements. The school has sufficient capacity to improve further.

Key Recommendations:

- Improve teaching for effective learning by ensuring that:
 - there is greater consistency in the quality of teaching across subjects and across phases prioritising Arabic in the secondary phase;
 - students' critical thinking, problem solving, technological and innovation skills are systematically developed across all curricular areas;
 - teaching strategies meet the needs of all groups of students; especially students of determination and those who are gifted and talented;
 - professional development is personalised to address the variability in the quality of teaching across the school;
 - accurate assessment information is used effectively to support students' learning outcomes across the school and that
 - leaders, including middle managers, rigorously monitor and evaluate the quality of provision to identify and disseminate the very best practice that exists.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	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	Good ↑	Acceptable	Weak
	Progress	Not applicable	Good	Acceptable	Weak ↓
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Good	Acceptable	Acceptable	Good ↑
	Progress	Good	Acceptable	Acceptable	Good ↑
 Mathematics	Attainment	Good	Acceptable	Good	Good
	Progress	Good	Acceptable	Good	Good
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 UAE Social Studies	Attainment	Acceptable			

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable	Acceptable ↓	Good

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

	KG	Primary	Middle	Secondary
Personal development	Very good	Very good	Very good	Very good
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	Good	Acceptable	Acceptable 	Good
Assessment	Good	Acceptable	Acceptable	Acceptable

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good 	Good	Good	Good
Curriculum adaptation	Good	Acceptable	Acceptable	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	Acceptable
Parents and the community	Good
Governance	Good 
Management, staffing, facilities and resources	Good

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), 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

The school's progression in international assessments

meets expectations

- The school was not registered for the 2011 TIMSS tests so progression data are not available. In 2015, the school exceeded its TIMSS targets in Grade 4. The school sustained a very good judgement in progress in ASSET testing in English and science as well as a good judgement in mathematics. On average, individual students attain better outcomes in the National Agenda Parameter tests than the potential that is suggested by CAT4 tests.

Impact of leadership

is approaching expectations

- Leaders make effective use of analysed data from external examinations when reviewing both the curriculum and assessment processes. What is taught and learned is being modified to provide additional opportunities for students to acquire the knowledge, skills and understanding required for international assessment.

Impact on learning

is approaching expectations

- The leadership team are keen to promote higher order, critical thinking and problem-solving skills. However, these skills are not yet evident in most subjects across the school. The school appreciates the need to focus on developing students' critical thinking, problem solving, technological, research and enquiry skills.

Overall, the school's progression towards achieving the UAE National Agenda targets is approaching expectations.

For Development:

- Use benchmark assessment data to identify where additional support or intervention is required, and monitor the impact of these interventions.
- Ensure that sufficient focus is given, in all lessons, to developing students' critical thinking, problem solving, technological, research and enquiry skills.

Moral Education

- The Moral Education Programme (MEP) is fully integrated within the school's curriculum framework. The scope and sequence of the MEP curriculum is well defined.
- Teachers expertly plan personalised, engaging and challenging lessons. They use resources creatively to enable all students to apply their understanding to personal, local and global contexts.
- Students are formally assessed for moral education using in-lesson assessment and feedback by the teacher, end of topic assessment, and community action projects. Assessment takes account of how students feel, think and act.

The school's implementation of the Moral Education is above expectations.

For Development:

- Extend students' learning beyond the school community, using more digital resources to express views on moral and ethical issues that young people face in the world today such as online bullying and substance abuse.

Reading Across the Curriculum

- School assessment data indicate that reading levels are improving across all phases. The school understands that actual rates of progress will be more reliably evaluated when standardised reading tests are fully operational.
- Many teachers are now applying internal guidelines to assess reading levels. This good practice has yet to be implemented consistently across all subjects and all phases.
- Reading skills are routinely developed in literacy and language lessons, as well in mathematics. However, opportunities for developing reading skills in science and other subjects are often missed.
- The school aspires to becoming a 'Reading School'. Time, planning and resources are currently being invested by the school in order to achieve and sustain this goal.

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

For Development:

- Professional development opportunities should be provided for teachers to share existing best practice in developing students' reading journeys across the curriculum.

Innovation

- Students have limited opportunities to thoroughly develop their skills of critical thinking and problem solving. The lack of information technology in many classrooms also restricts the development of students' research skills.
- Students collaborate in some activities within the school that promote innovation. These include designing, making and coding. However, there is an inconsistent approach to innovation across the school.
- A few teachers ask probing questions which develop students' critical thinking. However, most lessons are not sufficiently adapted to actively promote a culture of innovation.
- Limited opportunities are provided to develop enterprise, innovation and creativity. Break-time activities, projects and technology lessons rarely promote innovative ideas among students.
- Leaders support and encourage innovation across the school. However, the school development and action plans make little specific mention of innovation.

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

For Development:

- Increase opportunities to develop students' skills in the use of new technology, problem solving and creativity in lessons to enable them to gain confidence to explore and develop their own ideas.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students' achievements in the lower grades of the primary phase are slightly better than in upper grades. In the middle and secondary phases, girls are progressing marginally more quickly than boys.
- In the primary phase, students' knowledge of the pillars of Islam, Hadeeth and Islamic values are strong. Their skills in recitation are less secure. Furthermore, and more generally, students' understanding of Islamic law, Seerah and most of the Islamic concepts are less strong. Students' ability to see the links between Islamic elements is less well developed across all phases.
- Through their involvement in the Holy Qur'an classes and competitions, students' memorisation skills are developing well. This is especially the case in the primary phase. However, students' ability to fully understand the verses and to apply the recitation rules independently is less well developed.

For Development:

- Adopt teaching strategies, and modify what is taught and learned to meet the needs of different groups of students in order to address the gaps in their learning.
- Raise the level of challenge in lessons, and improve the students' knowledge and understanding of Seerah and the meaning of the Holy Qur'an verses so they can develop their ability to quote from it, as a point of reference.

Arabic as an Additional Language

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

- Students across the school demonstrate variability in their language development. In the upper primary, the majority of students are above expectations, in the middle phase, they are in line with expectations, In the secondary school they are below expectations.
- Students understand familiar passages in written texts. In the primary and middle phases, they frame sentences using new vocabulary. They can accurately replace words in sentences, but typically lack skills in creative writing. Their listening skills are stronger than their speaking skills.
- Secondary phase teachers are unfamiliar with the different standards required, and too often secondary level students are not effectively supported to make sufficient progress. Too much teacher-centred instruction and students' poorly developed independent learning skills hinder the development of students' language skills.

For Development:

- Follow the MoE required standards to provide students with appropriately challenging speaking and writing skills.
- Ensure that content focuses on contextual language skills supporting independent learning and higher order thinking skills.

English

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

- In the Kindergarten, vocabulary and phonics are integrated in all English lessons. Opportunities for reflection and self-assessment are provided, most notably in the senior classes.
- Across all phases, reading is a stronger feature in English lessons. In the lower grades, reading skills are systematically taught in lessons and most English teachers apply internal guidelines for assessing reading levels.
- A range of teaching strategies supporting collaborative learning methods are observed across the phases. In some cases, too many strategies are used in the same lesson and this tended to limit their effectiveness.

For Development:

- Make more effective use of assessment data to align lesson planning to meet the needs of students who have a range of abilities and potential for learning.
- Develop effective strategies and suitable resources in order to ensure that digital technologies support student learning and achievement.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Good	Acceptable	Good	Good
Progress	Good	Acceptable	Good	Good

- As students advance through the school, their levels of attainment and progress improve, leading to highly successful outcomes in the CBSE board examination. A key strength in the subject, particularly for older students, is their ability to reason mathematically. In the primary phase, insufficient challenge and limited opportunities for students to apply their knowledge have a negative impact on their achievements.
- Students' calculation skills are improving in the primary phase. However, the link between calculations and the applications of those skills is not strong. Students have regular opportunities to solve problems, although some of the questions are straightforward textbook problems with predetermined solutions.
- Research and enquiry skills are underdeveloped due to students' limited use of technology in lessons. This hinders the development of deeper mathematical thinking.

For Development:

- Develop students' critical thinking and problem-solving skills through the use of open-ended problems, mathematical investigations and a greater, more effective, use of technology.

Science

	KG	Primary	Middle	Secondary
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- Primary students' levels of attainment in external benchmark tests appear higher than standards typically observed in their lessons and workbooks. However, the results in the CBSE board examinations are typically outstanding. Attainment across all phases is stronger in knowledge acquisition and understanding than it is in skills.
- As students move through the school, they develop and refine their skills in scientific reasoning. They discuss, present and write about their ideas. Older students have secure laboratory skills.
- The abilities of students to apply the scientific method in practical work are not yet fully developed. Children in the Kindergarten are not skilled in closely observing the world around them or in learning through enquiry. Students across all phases have insufficient opportunities to work independently on investigations.

For Development:

- Ensure that Kindergarten children are given more opportunities to learn through enquiry, observation and investigations.
- Develop students' skills in understanding and applying the scientific method, particularly by taking responsibility for their own investigations.

UAE Social Studies

All phases

Attainment

Acceptable

- Across all phases, the work is developmental and students make progress so that by the end of Grade 5, they can compare life in the UAE with that in their home country. By the end of Grade 9, students are able to make connections to the wider world and are beginning to appreciate fundamental human rights, including the empowerment of women in society.
- There is less evidence of literacy or communication and presentations skills. Research consists mostly of downloading pictures from the internet with little evidence of critical thinking or the development of skills in problem-solving.
- The use of technology is limited and cross curricular work, especially links to Indian social studies, is not sufficiently highlighted.

For Development:

- Ensure that work is sufficiently demanding and challenging by developing students' critical thinking, problem solving, and technological skills with a greater focus on links with other subjects.

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable	Acceptable ↓	Good

- Secondary students are self-motivated and are often actively involved in their own learning. In other phases, students are typically more dependent on their teachers, taking less personal responsibility for their own learning.
- In lessons across the school, students sustain concentration in lessons and are keen to learn. They collaborate well and support each other. Older students are typically inclined to listen to each other, discuss their ideas and present reasoned responses. In some subjects, students make meaningful connections with the real world, but this is an inconsistent feature.
- Students have limited access to digital technologies in lessons and this restricts their development of independent learning and research skills. Their abilities to think critically, and solve problems remain underdeveloped.

For Development:

- Develop students' skills in research, critical thinking and problem solving.
- Promote students' skills in using a wide range of digital technologies across all subject areas.

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

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

- Across the school, students' personal development is very strong. Their attendance, attitudes and behaviour in the middle and secondary phases are slightly better than in the Kindergarten and primary phases. The behaviour of girls is typically more mature than that of boys.
- Across all phases, students demonstrate positive attitudes and self-reliance. They are sensitive and caring of each other's needs and enjoy respectful relationships with their peers, teachers and other school staff. They show a good understanding, and make correct choices about their own health and safety.
- The school monitors students' attendance and punctuality. As a result, attendance and punctuality rates are improving.

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

- Students across the school have a strong appreciation and understanding of how Islamic values are interwoven with UAE traditions. They can provide many examples of how the school involves them in Islamic events and national celebrations.
- Lower primary students create imaginative presentations around the importance of tolerance and values in their life. In the upper grades, students show awareness of common themes and values in religions and cultures.
- The school is culturally diverse and students are proud of their own heritage. They celebrate world cultures through school events and international days. Almost all students can name some world monuments and talk about different cultures. Their travel to different countries has given students a good opportunity to develop their understanding of world cultures.

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

- In the middle and secondary phases, students participate in school activities and initiatives more frequently compared to students in other phases. However, involvement in community projects are inconsistent between boys and girls.
- Students have a very strong work ethic and are actively involved in a broad range of school-planned projects. They are broadly aware of environmental issues and other global challenges. Students are involved in a range of school-based projects that promote enterprise learning and entrepreneurship.
- The school provides students with a variety of engaging activities and clubs, some of which promote innovation. However, there are inconsistent opportunities for the students to fully take the lead in these initiatives.

For Development:

- Provide more regular leadership opportunities as well as opportunities to enhance students' innovation and enterprise skills as well as their community contribution.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Acceptable	Acceptable ↓	Good

- In the Kindergarten phase, teachers have a good understanding of how young children learn. Secondary teachers have a thorough knowledge of their subjects and make sure that students are clear about how they can be successful learners. This is less evident in the primary and middle school lessons.
- Teachers have very good relationships with their students. There is a consistent format to planning lessons, and engaging activities are features of most lessons. However, these rarely develop students' skills in critical thinking and the use of technologies.
- Teachers in the primary, middle and secondary phases do not always make effective use of assessment data to plan tasks so that all groups of students build on what they already know and can do. In particular, there is not enough incremental support for those who find the work difficult. And, too frequently there is insufficient challenge for the highest achievers.

	KG	Primary	Middle	Secondary
Assessment	Good	Acceptable	Acceptable	Acceptable

- Teachers in the Kindergarten phase maintain good records of pupils' attainment and progress. Elsewhere, the school has made effective use of data from external assessment to decide what is to be taught and learned. The school uses benchmarking and adapts what is to be taught and learned where gaps in learning are identified. This is particularly evident in English, mathematics and science.
- Teachers are not yet making effective use of data to plan activities, and to plan teaching to meet the needs of all students, especially students of determination and those who are gifted and talented.
- The quality of written feedback to students as well as that of self and peer assessment, is also variable across phases. In most cases, teachers' written feedback is insufficient to guide students in their next steps in their learning.

For Development:

- Monitor, more robustly and more frequently, teachers' use of assessment data to plan how and what to teach so that learning is improved for all students.
- Ensure that teachers systematically develop skills in critical thinking and the use of digital technologies in their lessons.

4. Curriculum

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

- The curriculum has a clear rationale and is compliant with CBSE requirements. It is broad and balanced and follows the National Council of Educational Research and Training (NCERT) guidelines. The Kindergarten curriculum includes elements from the Early Years Foundation Stage (EYFS) framework and NCERT but is not yet fully aligned to UAE standards.
- Progression is planned effectively so that teaching meets the learning needs of most students. Older students are prepared well for their next phase. Choice of subjects is limited but includes French as an option. The school offers a range of after and out-of-school activities that promote students' talents and interests across all phases.
- The school regularly reviews learning pathways and ensures good provision in most subjects to meet students' academic and personal development. Links between subjects and topics are well embedded in the Kindergarten phase and enhance students' transfer of learning to other areas.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Acceptable	Acceptable	Good

- Changes to what is to be taught and learned are planned to match the needs of most groups of students. However, the impact of these changes is variable across the primary and middle phases. Curriculum adaptation in lessons, for students of determination, and challenge for higher achievers, is also variable in quality.
- There are a range of opportunities that motivate most students. After, and out of, school lesson activities are offered through break-time, and mini-councils and partnerships enhance the learning experiences of students across all phases. However, experiences that promote enterprise, innovation and creativity among students are limited.
- Students' knowledge and understanding of the UAE culture and tradition are enhanced through rich learning experiences within school. School assemblies, field visits to historical places and charity work enable students to develop a better understanding of UAE society.
- The school offers 40-minute Arabic lessons once a week to the children in KG1 and KG2.

For Development:

- Review what is to be taught and learned in the Kindergarten phase, and ensure that it is linked to the required standards, compiling lesson plans that focus on student learning outcomes.
- Ensure that what is to be taught and learned is appropriately adapted to suit the needs of all groups of students, particularly students of determination, and gifted and talented students.
- Through the integration of technology into all subject areas, more effectively promote enterprise, innovation and creativity among students

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

- The school has in place a robust safeguarding system which ensures the safety and well-being of students and staff. All staff receive safeguarding training on a regular basis. Stakeholders, including parents, agree that the school is regarded as a very safe place for students and staff.
- Facilities, installations and services in the school provide a safe, secure, and healthy environment for students and staff. The school promotes safe and healthy lifestyles through a variety of subject and whole-school initiatives, in conjunction with the canteen and medical services.
- School buildings and specialist learning spaces are well-maintained and provide a high-quality learning environment for all students and staff. Security and supervision levels throughout the campus are visible and effective.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- The school operates in an atmosphere of mutual respect between staff and students. Across the school, leaders promote high expectations of behaviour, to which students respond positively. Systems for managing regular attendance and punctuality are effective with parents receiving swift notification of any concerns.
- The school provides an inclusive and nurturing environment. Procedures for the identification of students of determination and those who are gifted and talented have been reviewed. Specialist staff promote any changes required to meet the needs of all groups, but there remains a high degree of variability across the school.
- Students welfare takes a high priority in the school. Students have access to a range of informative presentations and one-to-one academic, social and emotional support. Older students receive valuable guidance on career pathways and transition arrangements.

For Development:

- Secure high-quality provision and support for students of determination and provide appropriate challenge to extend the learning and development of students identified as gifted and talented.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The leadership of inclusion has been strengthened since the last inspection. A large inclusion team with appropriate skills and qualifications is overseen by an Inclusion Champion and a recently appointed Governor for inclusion. The impact of this new team is not yet fully realised.
- A range of assessment tools and strategies are used for early identification. School leaders are using the KHDA categorisation. Interventions are generally linked to reducing the barriers to learning but modifications are not always specific for the individual.
- Parents value the support their child receives from the school but, as last year, they have little involvement in the development of their child's programme. Parents receive reports of their child's progress but systems for regular communication are not well established.
- Learning support assistants are deployed to assist individuals and small groups of students in lessons. Whilst there is some modification of the teaching and learning activities in the classroom, their effectiveness to overcome the students' learning difficulties is inconsistent.
- Almost all students of determination approach their learning with positive attitudes. When given the opportunity, they engage with others in the classroom and develop social skills. They make steady academic progress against their individual targets.

For Development:

- Secure improvement in the quality of provision for all students of determination by a rigorous programme of monitoring and evaluation of the impact of teaching on their learning.
- Improve partnerships with parents through their greater involvement in the development of their child's education plan, and through more effective communication.

6. Leadership and management

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

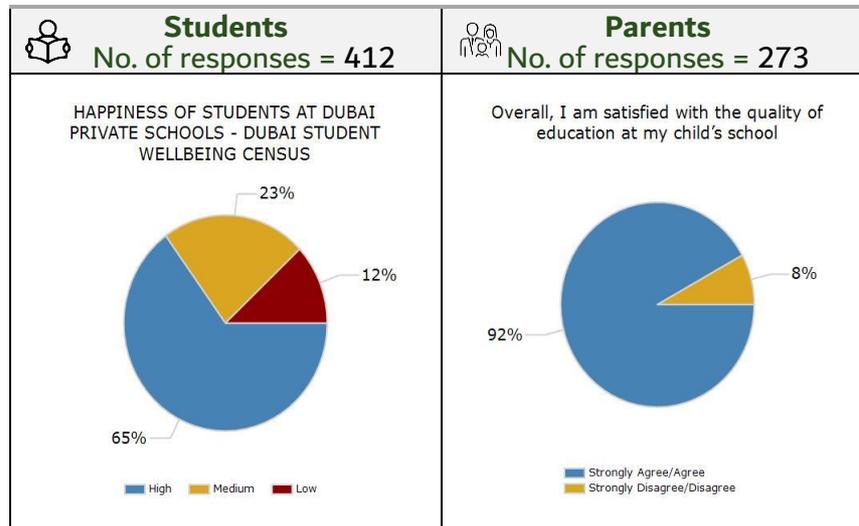
- The principal, her senior leaders, and middle managers have worked with determination and commitment to motivate and develop teaching staff. Leaders are highly committed to the UAE national and Emirate priorities. Relationships and communications between staff are professional and constructive. Staff morale is high. Professional development is beginning to have an impact on the quality of teaching, but inconsistencies remain across subjects and across phases.
- The school makes good use of a range of sources including data, observations, surveys and focus groups to evaluate what it does well, and to inform the planning process. Self-evaluation is wide ranging, but some of the judgements made by the school are overly generous. Senior staff have a clear understanding of what needs to be done, but planning is not sufficiently prioritised. The school has made progress addressing the recommendations of the last inspection. Capacity for further improvement is very strong.
- Parents report that they are happy with the school and feel that their involvement in the school's activities is contributing positively to their child's learning. Many feel that their participation in Parents' Focus Group meetings has led to better communication between the school and parents. Parents show a keen interest to support the school in their initiatives. Partnerships between the school and the wider community are limited.
- Governance fully reflects the breadth of the school community; incorporating representation from a wide range of stakeholders. The board actively and regularly seeks out and welcomes all stakeholders' views especially the views and feedback from parents. Strengths and weaknesses of the school are well known by them, and the school is fully compliant with the UAE and CBSE requirements. In response to the recommendations from the last inspection, governors have appointed a sufficient number of high-quality leaders and teachers as well as investing in the provision of effective programmes of staff training.
- The school runs smoothly on a day-to-day basis. The school is well-staffed, and most teachers now have appropriate teaching qualifications. The school continues to prioritise investment in targeted professional development for its staff across all phases. Specialist learning facilities are available across most subject areas. A growing range of teaching and learning resources provide support for learners across the school, particularly in the Kindergarten phase. A whole-school focus on how digital technologies support teaching and learning is at an early stage.

For Development:

- Develop the role of all leaders to monitor their areas and take responsibility for students' performance.
- Ensure that the school development plan offers some priority of actions and that all staff are aware of and, therefore, working towards supporting those priorities.
- Develop partnerships with parents and the wider community to enhance students' learning experiences with the world around them.

Views of parents and students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	<ul style="list-style-type: none"> The student survey was generally positive. Almost all students answering the survey said that they felt safe, happy and optimistic. They persevered with their studies and enjoyed positive relationships with their teachers and with their peers. Whilst bullying was not identified as a major issue, it is broadly in line with the average occurrence in other schools in Dubai. Students' participation in sports is higher than other students across Dubai. Their participation in music and art is also much higher than other students across Dubai.
 Parents	<ul style="list-style-type: none"> Almost all parents responding to the survey are satisfied with the quality of education provided by the school. Almost all parents agree that their child is happy at school and a similar proportion said that their child feels safe. Most parents who responded say that the school leaders and staff listened to them and acted on their views. Almost all agree that they have access to all of the information and support needed to help their child in their education. Written responses are invariably positive especially with regard to the recent changes that have taken place, and support provided for students. A small number of parents are still concerned about communication with the school and in the case of students of determination, inspectors agree. The same parents were also concerned about the turnover of staff. However, this, at about 10 per cent is below the average for Dubai.

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