



Gulf Model School

 Curriculum: CBSE

Overall Rating:

Weak



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information		Students	
Location	Al Muhaisnah	Gender of students	Boys and girls
Type of school	Private	Age range	4-18
Opening year of school	1979	Grades or year groups	KG 1-Grade 12
Website	www.gulf modelschool.com	Number of students on roll	2785
Telephone	00971-4-2544222	Number of children in pre-kindergarten	0
Address	P.O Box: 13683 Muhaisnah – 4 Dubai.	Number of Emirati students	0
Principal	Joseph V. J.	Number of students with SEND	15
Language of instruction	English	Largest nationality group of students	Indian
Inspection dates	17 to 20 October 2016		
Teachers / Support staff		Curriculum	
Number of teachers	86	Educational permit / Licence	Indian
Largest nationality group of teachers	Indian	Main curriculum	CBSE / CBSE, Kerala State
Number of teaching assistants	3	External tests and examinations	CBSE
Teacher-student ratio	1:32	Accreditation	CBSE
Number of guidance counsellors	1	National Agenda benchmark tests	IBT
Teacher turnover	12%		



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.

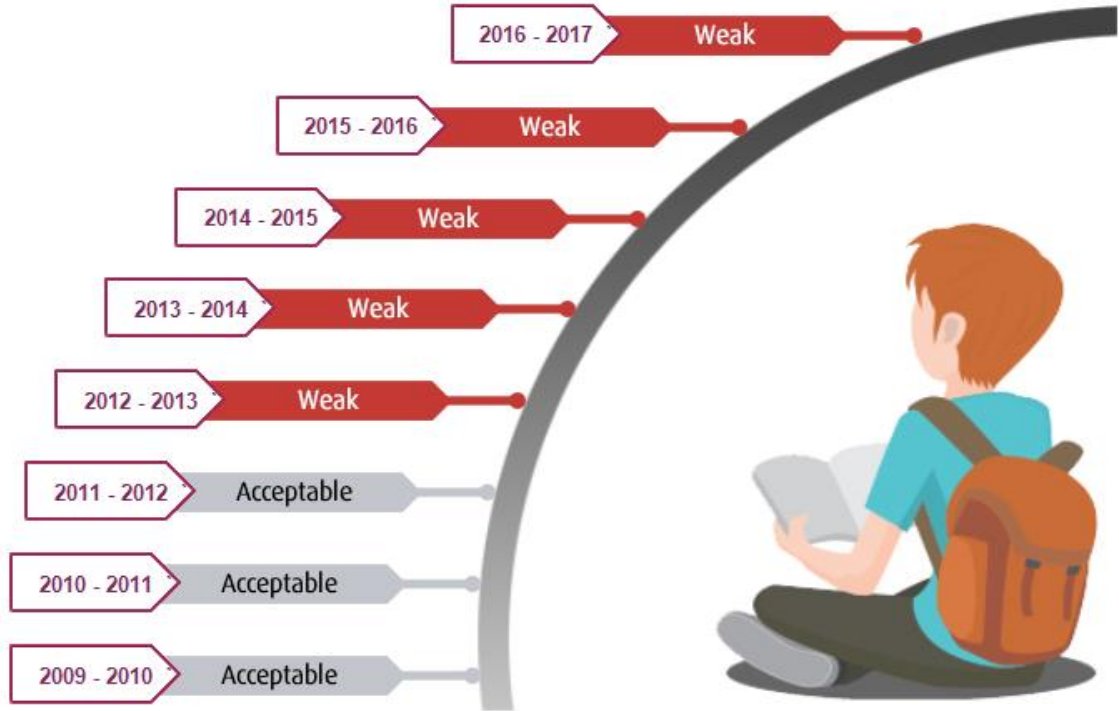
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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

Inspection journey for Gulf Model School



- Gulf Model School opened in 1979. At the time of inspection, the school roll was 2785. It has increased by 100 from the previous year. Students are aged from four to 18 years. The principal designate has been in post since the beginning of the term and the vice principal has been in post for six months. Teacher turnover at the time of inspection was 12 percent, compared to 38 percent the previous year.
- Previous inspections have acknowledged strengths in students' personal and social development and the school's links with parents.
- Recommendations since 2012-13 have focused upon the need to improve staffing and resources, students' attainment and progress, the quality of learning and teaching, especially in the Early Years, the provision for students with special education needs and disabilities, the need for incisive and effective leadership, and the need for better governance.

Summary of inspection findings 2016-2017



Gulf Model School was inspected by DSIB from 17 to 20 October 2016. The overall quality of education provided by the school is **weak**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Attainment and progress are generally better in the secondary phase than in the other phases. In Kindergarten (KG) and the primary phase attainment and progress are weak in English, mathematics and science. Attainment is acceptable in Islamic education in each phase and in Arabic in the primary phase.
- Students' personal and social development are good in KG and the middle and secondary phases. Students' understanding of Islamic values and other world cultures is acceptable as is their sense of social responsibility.
- Teaching is weak in KG and the primary phase. Teachers are not taking into account how young children learn. Assessment is weak across the school as teachers are not making good use of assessment information to improve learning and adjust the curriculum.
- There are limited curriculum options for students. The school offers science and commerce streams, which narrow student choice and not all have the opportunity of engaging in rich learning. Creative and performing arts subjects are a low priority. In KG, there is insufficient emphasis on developing children's enquiry and problem solving skills. The school does not have a systematic process in which the curriculum is reviewed and updated.
- Overall, provision for students' health and safety is acceptable across the school. A number of health and safety issues have been identified and discussed with school managers. The support provided for students, including those with special education needs and disabilities is weak.
- The leadership of the school is weak. Governance, management, staffing and resources, self-evaluation and the school's approach to continuous improvement are very weak. The school does not have sufficient teachers, resources, especially for younger children or technology. The school's partnership with parents is acceptable.

What the school does best

- Students are polite, courteous, well-behaved and ready to learn when they arrive in school.
- Students get on well with each other and have positive relationships with staff.

Recommendations

- Improve the quality of learning and teaching by:
 - providing regular training for all teachers on up-to-date practice
 - making better use of assessment information to inform teaching
 - using teaching strategies to meet the learning needs of all groups of students, particularly the more able students
 - holding teachers to account for their performance
 - enabling students to make frequent and effective use of technology.
- Improve the quality of leadership by:
 - providing training for all leaders on effective educational leadership and management
 - providing sufficient time in the timetable for key leaders to undertake their duties
 - distributing leadership effectively from the governing body by empowering senior and middle managers
 - making all leaders accountable for their areas of responsibility.
- Improve self-evaluation and the processes for continuous improvement by:
 - implementing an effective system of lesson observation
 - making use of assessment information to monitor the performance of students
 - constructing and following clear improvement plans with individuals responsible for each project; milestones for each task; the involvement of teaching staff; sufficient resources; and oversight by senior leaders and the governing body.
- Improve the provision for students with special education needs and disabilities by:
 - identifying students' needs accurately
 - planning suitable programmes and interventions
 - training class teachers on key aspects of meeting different learning needs
 - monitoring the progress of students with special education needs and disabilities.
- Improve governance by:
 - widening stakeholder representation on the governing body
 - the chairman adopting a governor's role, which includes holding the school to account for its performance, rather than acting as an operational manager dealing with day-to-day affairs
 - providing sufficient quality staffing and resources, including technology for students' use and practical materials for younger children to meet the UAE National Agenda targets.
- Rectify the hazards to the safety of students in laboratories by storing chemicals and flammable materials securely in a safe manner.

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 their targets:







- The school does not fully meet the registration requirements for the National Agenda Parameter.
- Attainment based on the National Agenda Parameter tests meets expectations in mathematics and science; it is not secure in English
- School leaders and teachers are not trained to analyse and use data provided by the external benchmark tests. As a consequence, areas of strengths and weaknesses are not identified or addressed.
- The school has not mapped its curriculum to meet the International Benchmark Assessment requirements. Consequently, teachers are not modifying the curriculum to support students effectively.
- Teachers are beginning to recognise the needs of different ability groups. A small number of teachers use worksheets aimed at three levels, but in general this approach is not effective at supporting the weaker, or challenging the more able students. Students do not adequately develop skills of evaluation, analysis and critical thinking. They are given insufficient opportunities to carry out self-directed research or extended activities. This hinders their development as independent learners.
- Students are given the benchmark tests results, but not guided in how to use them to improve their attainment. They do not routinely use books or information and communication technology (ICT) to develop research skills.

Overall, the school's improvement towards achieving its National Agenda targets is not secure.

Overall school performance

Weak

1 Students' achievement

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Weak ↓	Weak ↓	Weak ↓
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable ↑	Weak
English 	Attainment	Weak	Weak	Weak	Weak
	Progress	Weak	Weak	Acceptable	Acceptable
Mathematics 	Attainment	Weak	Weak	Weak	Acceptable ↑
	Progress	Weak	Weak	Weak	Acceptable
Science 	Attainment	Weak	Weak ↓	Weak ↓	Acceptable
	Progress	Weak	Weak ↓	Weak ↓	Acceptable
Learning skills		Weak	Weak	Acceptable	Acceptable

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

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

3. Teaching and assessment

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

4. Curriculum

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

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


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

6. Leadership and management


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



1. Students' achievement

 KG		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Weak	Weak
Mathematics	Weak	Weak
Science	Weak	Weak


- In English, in KG, children's knowledge and skills are below the school's curriculum standards. Children's speaking skills are underdeveloped because there are insufficient opportunities for them to speak in lessons. Children do not make progress fast enough in developing early reading and writing skills. Progress is hindered as resources are limited and teachers do not plan for the systematic development of these skills.
- Children's mathematical knowledge and skills are below the school's curriculum standards in KG. Their understanding of number and its application to practical problem solving is underdeveloped because they have limited opportunities to develop recognition and understanding of numbers. High attaining children do not make the progress they are capable of because teachers do not provide work that is sufficiently challenging.
- In science, children's skills and knowledge are below curriculum expectations. Children's progress in gaining age-appropriate skills of enquiry is weak, due to repetitive and often mundane teaching. Children do not develop observation, investigation and enquiry skills because teachers focus on imparting factual information and do not provide enough practical activities.

 Primary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Weak ↓
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
English	Weak	Weak
Mathematics	Weak	Weak
Science	Weak ↓	Weak ↓

- In Islamic education, most students attain levels that are in line with Ministry of Education (MoE) curriculum standards. They have a basic knowledge of religious concepts gained through discussions about religious stories. For example, they can discuss briefly how key concepts in Islam are linked to their lives. Key skills, such as recitation and the memorisation of expected Surahs are limited. Consequently, students' progress is below that expected for this age.
- The attainment and progress of students in Arabic as an additional language are in line with curriculum expectations. Students listen, understand and respond appropriately to their teachers' questions. They have short conversations, using newly learned vocabulary and are beginning to write a few very basic sentences to an acceptable level.
- In English, the majority of students attains levels which are below curriculum standards. Most students confidently communicate with each other and their teachers. They listen well and almost all follow their teachers' instructions. However, they are often not able to work independently, and display weak development of sentence structure, vocabulary and writing independently. Students with special educational needs and gifted and talented students are not well supported or challenged.
- In mathematics most students do not reach standards that are expected for their age. This has been the case for both attainment and progress over the past three years. International benchmarking results are not reliable because not all students were selected to take the tests. Students' learning relies on completion of worksheets. They are not given enough opportunities to find things out for themselves. Progress over time is weak, particularly for more able students and those with special education needs and disabilities.
- In science, students do not attain the expected levels of attainment appropriate to their age, nor do they make the expected rates of progress. Most acquire confidence in the use of terminology and have an appropriate range of knowledge. However, they lack the ability to understand and apply their knowledge. Students do not have enough opportunities to develop practical and enquiry skills at age appropriate standards.

Middle		
Subjects	Attainment	Progress
Islamic education	Acceptable	Weak ↓
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Weak	Acceptable ↑
English	Weak	Acceptable
Mathematics	Weak	Weak
Science	Weak ↓	Weak ↓

- Most students attain levels in Islamic education that are in line with curriculum standards. Students' abilities to link religious concepts to their lives is still underdeveloped. In discussions on Islam, students have limited fluency and lack power of persuasion. The majority of students do not make the expected progress in relation to lesson objectives.
- In Arabic as an additional language, the majority of students attains levels which are below the curriculum standards. In lessons, students make acceptable progress, enhancing their listening skills and reading basic familiar text. Most students are able to understand their teachers' instructions, although vocabulary is limited. By the end of the phase, students are able to participate in simple discussions regarding topics that are familiar to them.
- In English, the large majority of students attains levels that are below expected curriculum standards. Students have few opportunities to build on their literacy skills within lessons. Most students make the expected progress as measured against the learning objectives in lessons. A few students make meaningful links to prior learning but struggle to apply the knowledge gained. Students with special educational needs fail to make the same progress as their peers due to inadequate support.
- In mathematics, students' attainment and progress are weak especially for the more able students and those with special education needs and disabilities. Students are able to memorise facts but do not have the skills to carry out calculations and solve problems confidently, particularly when working on unfamiliar problems. Few students achieve levels above age-related expectations.
- In science, students across the phase demonstrate levels of attainment and progress which are below those expected for their age. They acquire a broad range of factual knowledge and begin to develop practical skills. They do not develop the expected skill levels in scientific investigation nor are they able to analyse, evaluate and think critically about concepts because they do not have sufficient opportunities to do so. They do not routinely apply science to real world situations.

 Secondary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Weak ↓
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Weak	Weak
English	Weak	Acceptable
Mathematics	Acceptable ↑	Acceptable
Science	Acceptable	Acceptable

- Most students demonstrate levels of knowledge and understanding of Islam that are in line with curriculum standards. Students' understanding of how to link Islamic values to their daily lives at home, at school and in the community is developing. However, in lessons and over time, progress is weak. For example, students' understanding of the importance of Zakah and the value of different types of prayers are not developing well enough. Their progress in learning simple facts about the Prophet (PBUH) and how to recite a few short Surahs from the Holy Qur'an is also underdeveloped.
- In Arabic, not enough students attain levels that are in line with curriculum standards. A few students can respond in depth to questions from a video and hold a conversation. However, they only use very short sentences to express themselves or to describe what surrounds them. A few students can read a short text and understand the main idea. The large majority of students make inadequate progress during lessons.
- In English, the large majority of students attains levels below curriculum standards in examinations. Students demonstrate very basic competency in English comprehension and in their writing skills. Nevertheless, in lessons, students make acceptable progress. They are able to debate and discuss using language well. However, insufficient opportunities for the development of critical and analytical written work limits students' progress.
- In mathematics, students' attainment and progress are acceptable when compared with curriculum standards. Attainment and progress are weak in Grade 9 but as students work towards the CBSE and Kerala Board examinations, the progress of most students is acceptable. They develop their skills in application and problem solving. Students' skills in critical thinking and investigation are undeveloped.
- Most students attain standards in line with international standards and achieve expected levels in CBSE and Kerala examinations in Grades 10 and 12. Achievement is slightly higher in Kerala examinations. Students develop a sound knowledge of scientific topics and are confident and competent at carrying out practical work such as titration, observing material under a microscope or determining angles of refraction of light. They are, however, less able to apply their knowledge to meaningful situations or explain in any depth their understanding of scientific concepts. They do not have expected levels of skills in scientific investigation, evaluation and analysis.

	KG	Primary	Middle	Secondary
Learning skills	Weak	Weak	Acceptable	Acceptable

- In KG, children rarely share ideas with their peers as there are few opportunities to work in a group on practical tasks. They are mainly required to follow teachers' instructions and rarely make choices for themselves or initiate their own learning. Students in the primary phase, show limited independent responsibility for their learning. They are dependent on the teacher's direction and are often passive learners. The large majority of secondary students have positive attitudes towards their learning but only a minority know what they need to do in order to improve.
- In the primary grades, interactions and collaborations among students are mostly limited to forming small groups. In these groups students work together under the teacher's supervision. Students in middle and secondary grades can work productively in groups but the quality of interaction and discussion is limited.
- Students in primary grades are unable to apply their learning in key subjects to other areas of their work. Older students demonstrate skills of application of their learning in familiar contexts. They make few connections between their areas of learning and relate these in very simple ways to real life experiences. Real life examples are rarely used as a stimulating learning context.
- Innovation, enterprise, enquiry, research, and critical thinking are lacking in most classes. Students' skills in using learning technology is not evident due to the shortage of appropriate technological resources. Almost all students struggle to find things out and solve problems for themselves because they are not challenged to think critically or to develop curiosity and enquiry skills.

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



	KG	Primary	Middle	Secondary
Personal development	Good ↑	Acceptable	Good	Good

- Students demonstrate positive attitudes in and out of the classroom. Children in KG enjoy their learning and most are not easily distracted. They persevere with tasks and most take pride in their work. In the secondary phase, students express a stronger sense of independence and a willingness to ask questions.
- Students respond well to teacher direction and positive feedback from adults and their peers. They are generally compliant with school rules and are courteous in hallways and lessons. Most students say they feel safe in school.
- Students demonstrate caring, cooperative and respectful attitudes. They accommodate and support students who are struggling with their work into their groups. This is especially the case for older students.

- Most students participate willingly in physical activities such as PE lessons and sports day. Boys in secondary have an additional opportunity for in-school activities. The range of physical activity choices and health awareness options are often limited and infrequent. Both boys and girls, at all levels, indicate a strong interest in a broad variety of activities.
- The vast majority of students arrive to class and school on time. Overall school attendance is ninety-five-percent. This is also reflected in the daily classroom attendance.

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

- Across the school, most students have an acceptable appreciation of Islamic values. For example, they appreciate the values of friendship, fairness and respect promoted by Islam. However, their understanding of these values and their significance in UAE society is limited.
- Students celebrate the cultural events that reflect the society they live in. Their understanding and ability to discuss confidently, the local traditions, heritage or the contemporary culture of Dubai, is in the early stages.
- Students are proud of their own heritage and cultures. They are courteous and respectful of different religions and communities. Students' abilities to understand the changes in the world around them and the implications of a global society are underdeveloped. They are building an awareness of world cultures and the links between them.

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

- Students throughout the school demonstrate an appropriate awareness of their responsibilities in school. They also understand the importance of integration with the surrounding community and appreciate the benefit of volunteering and its role in the character building. However, most of projects are initiated by the staff, rather than the students themselves.
- Most students, including those in KG, are keen to learn and take part in class projects. A few well-structured and continuous opportunities to be independent and develop effective leadership skills exist in the school. There are some individual innovative practices but there is not a coherent approach at the school level.
- Students' understanding, knowledge and contribution to environmental issues are developing. For example, the Student Council is organising the plastic recycling project. Students are less secure in understanding the impact of global environmental issues for the UAE.

3. Teaching and assessment

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

- Most teachers exhibit acceptable subject knowledge. However, in the KG, most teachers do not have sufficient knowledge and understanding of how young children learn best. They lack the skills to plan suitably interesting activities with an appropriate level of challenge to build on children's prior learning. In a minority of lessons, teachers engage students purposefully.
- Almost all teachers follow a uniform lesson plan template. Lesson planning does not include planning for cross-curricular links or the development of higher order thinking, enquiry or research skills. Opportunities for students to work independently or on creative tasks are limited. Lessons generally start and end on time but effective conclusions to lessons are rare.
- Opportunities for productive teacher-student dialogue or interactions are restricted because teachers do not asking open questions and because lessons are dominated by teacher talk. When given the opportunity, students demonstrate the ability to engage in meaningful interactions and discussions.
- Students' progress is slower than expected because teachers do not use effective strategies to meet their needs. Teachers plan for different groups in their lesson plans but the matching of activities to the needs of different groups of students is a weakness, particularly among the younger classes. Additionally, too much reliance is placed on the use of work sheets.
- Teachers rarely provide opportunities for students to develop critical thinking, problem-solving, innovation and independent learning. Older students work independently within prescribed tasks and with limited opportunity to develop innovative skills.

	KG	Primary	Middle	Secondary
Assessment	Weak	Weak	Weak	Weak

- The school regularly assesses students' knowledge through tests which are set and marked by teachers. There are no systematic procedures in place to measure students' academic progress and personal development. In KG, teachers do not routinely monitor children's progress during lessons.
- Older students sit Central Board School Education (CBSE) or Kerala Board examinations in Grades 10, 11 and 12. A limited number of students in Grade 3 to 10 opt to take the international benchmark test (IBT). However the school has little understanding of how to use this information to identify gaps in students' learning.
- Teachers use assessment information to identify students who are underachieving and this results in students being offered extra lessons. Assessment information is not analysed in depth to identify trends nor is it used to track the progress of individuals and groups over time.

- The school does not make effective use of assessment information to adjust its curriculum and lesson planning. Teachers do not personalise learning well enough to challenge and support students in reaching their potential.
- Most teachers do not know their students well enough to provide them with tasks and advice that meet their needs. For example, teachers' marking of students' work rarely reflects feedback which helps students to understand how to improve the quality of their work. Peer and self-assessment are not regular features of lessons and students are not clear about the next steps in learning.

4. Curriculum

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

- The curriculum of the school is dictated mainly by textbooks, with very limited curricular choices or opportunities to ensure the balance required for the development of learning skills. Creative and performing arts are a low priority within the school timetable and are available for Grade 1 and 2 students only. First aid and yoga are taught in Grades 6 to 10.
- Curriculum planning is confined to the basic CBSE and Kerala syllabi. The curriculum only meets the needs of students preparing for these Indian board examinations. In KG, there is insufficient emphasis on developing children's speaking skills and opportunities for children to initiate their own learning and to develop enquiry and problem solving skills.
- In the secondary phase, the school offers science and commerce streams, with options like informatics practices, political science, computer applications and computer science. These choices narrow student options and not all have the opportunity of engaging in rich learning.
- Lessons do not link subjects or promote cross-curricular learning to extend students' literacy. Links in learning between subjects are usually incidental. Cross-curricular links are rarely planned at any point during the academic session.
- The school does not have a systematic process in which the curriculum is reviewed and updated. Staff do not take account of how well earlier groups of students performed.
- The curriculum implementation for The United Arab Emirates (UAE) social studies is at a very early stage and is not included in the daily time table. Students often acquire knowledge and understanding of the UAE informally, which is assessed as part of the prescribed social studies syllabus. However, the majority of the students demonstrate their awareness of the UAE culture and heritage through connections made to real life experiences.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Weak	Weak	Weak	Weak

- The curriculum is mostly based on the acquisition of knowledge, rather than enhancing student' skills. Teachers make little effort in most classes to ensure students are appropriately challenged, either through the work set in lesson, through questioning, or the use of additional resources.
- Opportunities for promoting innovation and enterprise are limited. The extra-curricular programme is limited. Students respond well to visiting speakers and special events such as the science fair, the use of a Planetarium and competitions. Overall, there is little enrichment.
- Within the school, opportunities for students to develop their awareness of Emirati culture and the UAE are limited. Staff prepare a programme of assemblies to introduce students to a range of external speakers and special events.

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

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

- The school has adequate procedures on safeguarding and child protection, which are known to parents and students. Staff are aware of the procedures in the event of any concerns raised. The school takes practical steps to prevent bullying of students including via social media.
- Entry to the school is secure and visitors are required to sign in on arrival. There is good supervision on the buses and supervisors ensure that children in the KG wear seatbelts whilst travelling. Evacuation procedures are carried out in line with regulations, and fire appliances are appropriately maintained. The medical staff provide good care for students and first aid when required. The science department does not follow safe practices in laboratories. Hazardous and flammable materials are not stored in a safe manner.
- All buildings are maintained in a sound condition and external areas are kept tidy. Records of maintenance are kept up-to-date.
- The premises are barely adequate to support students' learning. Students do not have access to suitable facilities for physical education. Children in KG do not have easy access to washrooms or outdoor areas. There is insufficient shade in the outdoor areas.
- The school promotes a healthy lifestyle and healthy eating. Children in KG bring lunches from home that follow the school's guidelines on healthy foods. Their parents have responded positively to the school's policy on healthy eating. The variety of food provided by the school for students in other phases is not in line with the school's healthy eating policy.

	KG	Primary	Middle	Secondary
Care and support	Weak	Weak	Weak	Weak

- Staff - student relationships are positive. Teachers are very supportive both in and out of class. The girls are more passive than boys and their general behaviour is better than the boys. Systems and procedures for managing students' behaviour are consistent and fair.
- Staff manage attendance and punctuality effectively. They keep accurate records and follow up promptly all unexplained absences, initially by the class teacher and if required by senior managers. Parents contact the school when a child is absent.
- The school admits students with special educational needs and disabilities (SEND). However, the number of students identified as having SEND is very low because systems used to identify their needs are not accurate enough. The school has no process for identifying or providing for students who are gifted and talented.
- There is limited support for students with special educational needs and those who are gifted and talented.
- Class teachers provide students with advice and support. The counsellor offers advice and guidance to older students on career choice and further and higher education.

Inclusion

Provision and outcomes for students with SEND

Weak

- A newly arrived special educational needs coordinator is reviewing the department. Senior managers have failed to prioritise this area or to provide adequate support to assist in setting up reliable systems for identification, monitoring, teacher training or record keeping. Hence leadership and management of this area are very weak.
- The school does not yet have an effective and accurate way of identifying all the special educational needs of students currently enrolled within the school. Not all students with special educational needs have been identified accurately.
- Parents are supportive of the work the school does with their children. However, they are not active participants in the development of the individual learning plans and are unaware of their children's targets. They are kept informed of their children's progress periodically.
- Modification of the curriculum is not sufficient to meet the academic, emotional or personal needs of students with special educational needs or to improve upon their progress.
- Progress of students with special educational needs is weak across all phases and very weak in some areas. Monitoring is not routine or systematic and there is no effective tracking system or record keeping of students' progress over time.

6. Leadership and management

The effectiveness of leadership

Weak

- The school has recently appointed a new principal. At the time of the inspection, the chair of the board of governors was acting as the chief operating officer on a day-to-day basis. Senior leaders are not communicating a clear vision for the school and there is insufficient direction for staff.
- The majority of leaders across the school do not know enough about effective teaching, learning and assessment practices. As a consequence, they are not clear how to improve the quality of education in their areas of work.
- Leaders do not fully understand or communicate the implications for the school of the UAE National Agenda. The management structure in the school is complex and this makes communications difficult. Roles and responsibilities are not clear.
- Recent leadership appointments might help the school to improve if they are empowered by the governing body. However, senior leaders have not demonstrated the capacity to innovate and bring about school improvement.
- Senior and middle leaders have not improved the quality of learning and teaching across the school. As a consequence, the quality of education is limited and focuses too much on knowledge acquisition.

School self-evaluation and improvement planning

Very weak ↓

- The school does not have a systematic and rigorous approach to self-evaluation. There is not a culture of monitoring the quality of teaching, learning or student outcomes. Senior leaders have an inflated view of the school's performance. Improvement planning is very weak. The school has not improved since the previous inspection.
- There are no effective arrangements for monitoring teaching and learning. Some teachers and departments have used a very basic observation checklist to monitor teaching. The recently appointed principal has started to monitor the quality of lessons. The school does not place enough emphasis on monitoring the performance of students.
- The school does not have an effective system for ensuring continuous improvement. Improvement plans exist but they are not well formed and they do not act as drivers for improvement.
- The school has made no significant improvement over time and has remained weak for the preceding four years. The school has made little progress in addressing the recommendations from the previous inspection.

Partnerships with parents and the community

Acceptable

- The school involves parents in their children’s learning by asking them to help with homework. Parents are not systematically involved with the process of improvement planning.
- The school uses social media well to communicate regularly with parents. This medium and the use of diaries keeps parents well informed of school events. Parents can easily access teachers if they have any concerns. The school’s website is not as successful in providing information for parents and other stakeholders.
- The school reports students’ progress at the end of each term. The reports give test scores to parents on a range of subjects at each grade. The reports do not include comments on students’ personal and social development or their next learning steps. In addition, there is no facility for students to reflect and comment on their achievements.
- The school has limited contacts with the local community, or national and international organisations. Students do not have opportunities to play competitive sports with teams from other schools.

Governance

Very weak ↓

- There has been no change in the membership of the governing body since the previous inspection and there is no representation of the school’s wide stakeholders. The board relies upon informal contacts and feedback from parents for information and there is not a systematic process for obtaining their views.
- As the chair of the board acts as a chief operating officer on a day-to-day basis he is not in a good position to hold the school to account for its performance. As a result of this conflict of interest the governing body is not undertaking one of its key governance roles.
- The school does not comply with the requirements set out by KHDA on the use of international benchmarking assessments. It does not comply with all of the resource requirements of the CBSE. The governing body has not staffed or resourced the school to a sufficient level to enable students to receive an acceptable quality education.

Management, staffing, facilities and resources




Very weak ↓

- Management of the school is not delegated well and consequently there is confusion and chaos about roles and responsibilities, as well as a lack of ownership of the management responsibilities.
- There are too few teachers and class sizes are too large. Over forty per cent of teachers do not hold teaching qualifications. There are large gaps in the teaching skills of a number of staff. Important leadership roles, such as assessment co-ordinator, are not in place. Middle leaders are not given time for departmental planning, data analysis and curriculum development.
- The current facilities are inadequate to meet curriculum demands. Access to computers is difficult and impossible for most teachers and classes. Some rooms are too small for class sizes. The library is too small for the needs of the school and the number of books does not comply with CBSE requirements. Poor scheduling of language lessons has led to groups of students being left unoccupied for entire lessons.
- Resources for learning are inadequate at all levels across the school. Opportunities for learning through practical activities, especially in the younger years, are rarely possible due to shortages of suitable practical materials and equipment. Resource provision fails to support the demands of the curriculum and prevents effective teaching and learning. The 'bring your own device' scheme for tablet computers leads to inequity within the classroom where only the fortunate few have access to technology.

The views of parents, teachers and senior 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	226
	2015-2016	221
 Teachers	21	
 Students	75	

*The number of responses from parents is based on the number of families.

- The small number of teachers who responded to the survey consider that all aspects of the school are good or better.
- Almost all parents who responded to the survey are satisfied with the quality of education provided. They think that their children learn well for most of the time because of good teaching and that teachers help children to develop the skills of learning independently.
- Most parents are satisfied with all aspects of the school. They feel that students are well behaved and they get on well with each other and occurrences of bullying are rare. A few complained about the school's leadership, the lack of sports and the lack of technology.
- Most students who responded to the survey are satisfied with most aspects of the school. Almost all feel that a teacher or other adult cares about them and wants them to do their best. However, they do not think that school leaders and teachers always listen to them and act on their views.

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