



Sabari Indian School

 Curriculum: CBSE

Overall Rating:

Acceptable



"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



## Contents

|  |    |
|--|----|
| School information.....  | 3  |
| The DSIB inspection process.....   | 4  |
| Summary of inspection findings 2016-2017.....                                  | 6  |
| Main inspection report .....   | 12 |
| 1. Students' achievement.....  | 12 |
| 2. Students' personal and social development, and their innovation skills..... | 15 |
| 3. Teaching and assessment .....   | 17 |
| 4. Curriculum .....  | 18 |
| 5. The protection, care, guidance and support of students.....                 | 19 |
| Inclusion .....  | 20 |
| 6. Leadership and management .....   | 21 |
| The views of parents, teachers and senior students .....                       | 24 |



## School information



| General information                   |   | Students                               |                |
|---------------------------------------|---|--|----------------|
| Location                              | Al Wuheida, Dubai   | Gender of students                     | Boys and girls |
| Type of school                        | Private   | Age range                              | 4 - 13         |
| Opening year of school                | 2013  | Grades or year groups                  | KG 1 - Grade 7 |
| Website                               | www.sisdubai.org  | Number of students on roll             | 429            |
| Telephone                             | 00971-4-2505806   | Number of children in pre-kindergarten | 0              |
| Address                               | 30B Street, Al Wuheida Area, Near Century Mall, Dubai 88965 | Number of Emirati students             | 1              |
| Principal                             | Karan Brown [Acting]  | Number of students with SEND           | 17             |
| Language of instruction               | English   | Largest nationality group of students  | Indian         |
| Inspection dates                      | 24 to 26 October 2016                                       |  |                |
| Teachers / Support staff              |   | Curriculum                             |                |
| Number of teachers                    | 48  | Educational permit / Licence           | Indian         |
| Largest nationality group of teachers | Indian  | Main curriculum                        | CBSE / CBSEI   |
| Number of teaching assistants         | 5   | External tests and examinations        | IBT CAT4       |
| Teacher-student ratio                 | 1:9   | Accreditation                          | None           |
| Number of guidance counsellors        | 1   | National Agenda benchmark tests        | IBT            |
| Teacher turnover                      | 35%   |  |                |



## 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.

|                    |   |
|--------------------|---|
| <b>Outstanding</b> | Quality of performance substantially exceeds the expectation of the UAE   |
| <b>Very good</b>   | Quality of performance exceeds the expectation of the UAE   |
| <b>Good</b>        | Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)                      |
| <b>Acceptable</b>  | Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE) |
| <b>Weak</b>        | Quality of performance is below the expectation of the UAE  |
| <b>Very weak</b>   | Quality of performance is significantly below the expectation of the UAE  |

## Inspection journey for Sabari Indian School LLC



- Sabari Indian School was opened in 2013 for students aged four to thirteen years. At the time of the inspection there were 429 students, 42 fewer than last year. The interim principal has been leading the school this year until the newly-appointed principal takes over in November. Teacher turnover at the time of the inspection was 35%, roughly the same figure as in the previous year.
- The previous inspection acknowledged strengths in some aspects of students' personal development, the school's inclusive nature, the protection, care and support for its students and its management systems. The most recent inspection acknowledges those strengths and also notes improvements in personal development in all phases, the curriculum in the Kindergarten, the partnership with parents and school governance.
- Recommendations identified at the last inspection focused on five main areas for improvement: the effectiveness of leadership at all levels, the school's vision statement and curriculum to ensure greater clarity, the quality of teaching and learning in all subjects and all phases, the understanding and use of assessment to modify teaching strategies and the curriculum and the effectiveness of governance.



## Summary of inspection findings 2016-2017



**Sabari Indian School LLC** was inspected by DSIB from 24 to 26 October 2016 . The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' attainment and progress in Islamic education in the primary and middle phases are acceptable. In the primary and middle phases, attainment and progress in Arabic as an additional language is weak. Students' learning skills and their attainment and progress In English, mathematics and science are acceptable in all phases.
- Students' personal and social development is generally good. Students take on some leadership roles. They work hard, are courteous and well-behaved. Students have a good understanding of how to be healthy. Their understanding of Islamic values and their awareness of Emirati and world cultures are good. They care for their environment. Their attendance is acceptable and their punctuality has improved since last year.
- The overall quality of teaching is acceptable in all phases. At its best, teachers understand how students learn and have high expectations for them. Although assessment is acceptable across the school, where teaching is less effective teachers do not have a clear idea what they want students to learn in lessons and how to judge their progress.
- The curriculum is broad and balanced and planned to ensure progression in the development of students' knowledge and understanding with less emphasis given to skills development. The curriculum is not sufficiently modified for different groups of students, including those who are gifted and talented. In the Kindergarten the curriculum is more closely matched to the learning needs of young children.
- The extent to which the school looks after students' health and safety is good. Relationships between teachers and students and amongst students are based on trust and respect. The quality of support for students with special educational needs and disabilities (SEND) is developing.
- The interim principal, supported by other school leaders, is having a positive impact on some aspects of the school. The partnership with parents contributes to the school's successes. The governing board provides support for the school and is improving its ability to hold school leaders to account. The range and quality of resources, including staffing, is adequate.

### What the school does best

- The school has a clear vision, written in consultation with all stakeholders, so that they have ownership of it and aspire to it.
- Students' personal development and wellbeing are beginning to make a difference to their work in school and their lives.
- The school provides a safe, secure and supportive environment for students' physical and emotional wellbeing.

### Recommendations

- The governing body and school leadership, including the new principal, should:
  - ensure that self-evaluation is based on accurately measured and analysed data that are used as a guide to modifying the curriculum and teaching;
  - formulate a strategic plan, based on this report, to provide specific, challenging and measurable targets for students' achievements.
- Increase the rate of students' progress in order to raise their attainment in Arabic as an additional language by ensuring that teachers are approved by KHDA and are able to improve, radically, the quality of teaching and learning.
- The governing body and new principal should provide appropriate professional development to enable teachers to:
  - use assessment information to plan to meet the needs of all students
  - have high expectations for boys, girls, students with SEND and those who are gifted and talented
  - use effective questioning to promote students' creative, critical and higher order thinking.
- The governing body should invest in high quality resources to improve learning.

## 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 attainment on the National Agenda Parameter benchmarks is not secure in English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter.
- The school is beginning to analyse the data provided by external and international assessments. Their analysis and evaluation is not complete and therefore not used effectively to improve teaching and learning. It is, however, beginning to provide senior leaders and teachers with some indication of the strengths and weaknesses of individuals and groups of students.
- The school has made some changes to the curriculum to align it more closely to the requirements of international benchmarks. The curriculum does not have a set of common standards or measurable outcomes that students are expected to achieve.
- The range of activities to promote problem-solving and critical thinking is inconsistent. Teachers are beginning to ask questions which have more than one possible answer and that require students to explain or justify their answers. The use of independent inquiry in which students are becoming more responsible for their own learning is underdeveloped.
- Too often, students rely on direction from the teacher. Their research skills are still emerging and they require support to determine the extent of the information needed and how best to analyse and evaluate their findings. When given the opportunity, students are increasingly confident in presenting their learning.

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











Overall school performance

Acceptable

1 Students' achievement

|   |            | KG             | Primary        | Middle         |
|---|------------|----------------|----------------|----------------|
| Islamic education<br>                  | Attainment | Not applicable | Acceptable     | Acceptable     |
|   | Progress   | Not applicable | Acceptable     | Acceptable     |
| Arabic as a first language<br>         | Attainment | Not applicable | Not applicable | Not applicable |
|   | Progress   | Not applicable | Not applicable | Not applicable |
| Arabic as an additional language<br> | Attainment | Not applicable | Weak           | Weak           |
|   | Progress   | Not applicable | Weak           | Weak           |
| English<br>                          | Attainment | Acceptable     | Acceptable     | Acceptable     |
|   | Progress   | Acceptable     | Acceptable     | Acceptable     |
| Mathematics<br>                      | Attainment | Acceptable     | Acceptable     | Acceptable     |
|   | Progress   | Acceptable     | Acceptable     | Acceptable     |
| Science<br>                          | Attainment | Acceptable     | Acceptable     | Acceptable     |
|   | Progress   | Acceptable     | Acceptable     | Acceptable     |

|                 | KG         | Primary    | Middle     |
|-----------------|------------|------------|------------|
| Learning skills | Acceptable | Acceptable | Acceptable |

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

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

## 3. Teaching and assessment

|                                 | KG           | Primary      | Middle       |
|---------------------------------|--------------|--------------|--------------|
| Teaching for effective learning | Acceptable . | Acceptable . | Acceptable . |
| Assessment                      | Acceptable . | Acceptable . | Acceptable . |

## 4. Curriculum

|                                      | KG           | Primary      | Middle       |
|--------------------------------------|--------------|--------------|--------------|
| Curriculum design and implementation | Good ↑       | Acceptable . | Acceptable . |
| Curriculum adaptation                | Acceptable . | Acceptable . | Acceptable . |

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


|   | KG           | Primary      | Middle       |
|---|--------------|--------------|--------------|
| Health and safety, including arrangements for child protection / safeguarding | Good .       | Good .       | Good .       |
| Care and support  | Acceptable . | Acceptable . | Acceptable . |

## 6. Leadership and management


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



## 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  | Acceptable     | Acceptable     |
| Mathematics  | Acceptable     | Acceptable     |
| Science  | Acceptable     | Acceptable     |

- Most children attain levels in English which are in line with the curriculum standards. A minority are working beyond these standards. Almost all children make positive progress from their starting points in listening and speaking English as an additional language. The youngest children can match and sound letters and are beginning to read simple three letter words in their reading books. By the time they leave the phase, they are beginning to write sentences in line with expectations. Most, including those children with SEND, make acceptable progress for their stage of development.
- In mathematics, most children make expected progress from their starting points and attain levels which are in line with or above CBSE-I standards. They have a good understanding of the concept of number, illustrated by the way they manipulate numbers. However, they do not always make the progress they are capable of, particularly those who are more able, because expectations are not matched to their abilities. During lessons, most children with SEND make progress, with support, towards their individual targets.
- Most children make appropriate progress from their starting points and attain acceptable standards in knowledge and understanding of science. They enjoy finding out about wild animals. They develop their observational and recording skills by watching plants grow in the garden and identifying insects. They are less skilled in asking questions and investigating. In lessons, they usually make appropriate progress against the learning objectives set for the class.

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

- In Islamic education, most students attain levels that are in line with the Ministry of Education curriculum standards. They have a basic knowledge of faith and worship in Islam. Students' knowledge of Seerah is in line with expectations as they can talk about some events from the prophet's life. They make the expected progress in lessons against the learning objectives. Their knowledge and application of Islamic values in their lives is improving. Students' ability to memorise and recite the Holy Qur'an is less well-developed.
- In Arabic as an additional language, attainment and progress are weak because only a minority of students attain levels that are in line with curriculum expectations in the four language skills. Listening and reading skills are the lowest. Reading skills are below expectations. Students can decode short sentences with familiar words and describe pictures using basic vocabulary but are unable to read more complex sentences independently. Writing skills are limited to copying short sentences.
- In the primary grades, a majority of students reach expected attainment levels in English when measured against the Indian curriculum standards. However, attainment as measured against international benchmarks is below the expected level with an even lower performance from students in Grade 5. The majority of students make steady progress in vocabulary, grammar and reading comprehension. This rate of progress accelerates between Grades 2 and 3 resulting in acceptable attainment and progress overall.
- In mathematics, attainment against the Indian curriculum standards is acceptable in all year groups. Girls do better than boys. International tests confirm the steady growth in knowledge and understanding of mathematical skills, with gaps in some aspects of number. In lessons, students' progress is acceptable. This includes students with SEND. Students can apply their knowledge of number to solve mathematical problems, interpret graphs and understand simple algebraic formulae. Progress data over time is unreliable because of the high turnover rate of students.
- Attainment and progress data against the school's curriculum show that by the end of each year a large majority of the students are at or above the curriculum standards in science. However, when measured against international standards, student attainment is much lower. Students are beginning to develop inquiry and investigation skills through simple activities and make acceptable progress in the application of scientific method. Students are able to express their ideas and understanding, particularly in the lower primary phase, often using the correct scientific language.

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

- In Islamic education, most students attain levels that are in line with the curriculum expectations. They have secure knowledge about some Islamic concepts and principles. As a result, they can discuss the importance of the struggles in early Islam and can describe the Migration of the Prophet from Mecca to Medina. Most students make expected progress in relation to appropriate learning objectives. They are developing an appropriate understanding of the value of what they are learning and how it applies to their own lives. Their memorisation and recitation skills are underdeveloped.
- In Arabic as an additional language, most students attain levels that are below curriculum expectations in reading, writing and speaking. Although the majority listen reasonably well and understand, their speaking skills are generally limited to a few words with only a few students able to express their ideas confidently. They can read a familiar text and recall parts of its meaning. Their writing is limited to copying from a script with little evidence of independent creative writing.
- In English, students' attainment scores identify weaknesses when measured against international benchmarks. However, the majority of students make the expected progress against the intended learning objectives in speaking, listening, grammar and the acquisition of vocabulary in lessons,. Skills in reading and writing are underdeveloped, particularly for boys. Consequently, progress made by students is no better than acceptable overall.
- Students' attainment and progress in mathematics are acceptable when measured against curriculum standards and international benchmarks. This is also confirmed in lessons. Gaps in younger students' mathematical skills hinder progress in the middle phase. Students can solve multi-step word problems, apply the concepts of area and circumference and calculate interest. Progress from starting points for students with special educational needs and those who are gifted and talented is also acceptable. Information about students' progress over time is unreliable.
- Attainment at the end of the school year, as measured against the school's curriculum, indicates that a large majority of the students are at or above the curriculum standards in science. However, when their attainment is measured against international benchmarks, it is lower. The majority of students make expected progress but their skills in inquiry and investigation and application of scientific method are under-developed. They have appropriate levels of knowledge recall but the ability to express their understanding of scientific concepts and apply their knowledge to real-life situations is limited.



|                 | KG         | Primary    | Middle     |
|-----------------|------------|------------|------------|
| Learning skills | Acceptable | Acceptable | Acceptable |

- Students are keen to learn and take responsibilities in their learning. Most are positive about their lessons and concentrate well when completing tasks. On occasion, a few become excited or distracted when they are not actively involved. However, too often they are passive learners, waiting for teachers’ instructions. They do not always know how to improve their work.
- Students work cooperatively and can be collaborative, for example, when they are building models in technology in the primary phase or role-playing in the Kindergarten. In Arabic, students have limited opportunity to practise speaking and listening with their classmates.
- Children in the Kindergarten are beginning to practise their skills in different situations such as counting and recording favourite objects from topic work. Primary and middle school students make connections to real life situations in some aspects of their work, particularly in social subjects and science.
- Students are increasingly developing their learning through technologies and use computer programmes to practise skills in literacy and numeracy. Students enjoy the opportunities provided for investigating and solving problems but their research skills are underdeveloped. They have limited experience in thinking for themselves.

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

|                      | KG     | Primary | Middle |
|----------------------|--------|---------|--------|
| Personal development | Good ↑ | Good ↑  | Good ↑ |

- Students across the school are polite and courteous. They have positive attitudes to school and to their learning. They welcome the opportunities to take on responsibilities such as class monitor and prefect when chosen. Students lead assemblies, sharing important values of the school. They appreciate and see the purpose of teachers’ comments about their work when they are provided.
- Children in the Kindergarten are very well-behaved and play together happily, sharing their activities and materials. In the primary and middle phases, students also behave well and almost always follow school rules. Incidents of bullying are rare.
- Students enjoy positive relationships with their teachers and with each other. They show respect for others. They cooperate with prefects and monitors, demonstrating their understanding of their roles as helpers and friends.
- Students understand about keeping healthy and most enjoy taking part in physical activity and after-school sports clubs. They know which foods are good for them and bring fruit and other healthy foods to school for snack. They understand how to keep themselves safe.
- At the start of the day, almost all students arrive on time. They also get to lessons on time throughout the day. Attendance across the school is acceptable.

|  | KG   | Primary | Middle |
|--|------|---------|--------|
| <b>Understanding of Islamic values and awareness of Emirati and world cultures</b> | Good | Good ↑  | Good ↑ |

- Students have a clear understanding of how Islamic values influence contemporary society. They talk about the mosque and the importance of fasting. They appreciate their friends and show respect for all people, especially their elders and female members of the community.
- Students have a good awareness of local traditions and culture. They have a reasonable knowledge of the heritage and present-day culture of the UAE. They can describe some of the local traditions of the UAE and can name various landmarks in Dubai as well as local sports such as horse and camel racing.
- Students have a clear appreciation of their own culture. They show respect for other nationalities, languages and beliefs. Their awareness of global culture, particularly the wider Arab culture, is limited.

|  | KG         | Primary    | Middle     |
|--|------------|------------|------------|
| <b>Social responsibility and innovation skills</b> | Acceptable | Acceptable | Acceptable |

- Students demonstrate their understanding of community by participating in planning of cultural events during the school year. They are also involved in a few charitable activities in the local community. They are eager to assume leadership roles such as head boy, head girl, captain and health monitor.
- Almost all students, including children in the Kindergarten, have a positive work ethic and demonstrate some creative ability. The majority of students show initiative and share ideas when given the opportunity during lessons. Innovation is only an emerging feature across all phases.
- The Eco-Club takes a lead in caring for the environment and the majority of students routinely take care of their school surroundings. Displays around school reflect their understanding of, and contribution to, environmental sustainability, although this is at a superficial level.

### 3. Teaching and assessment

|                                 | KG         | Primary    | Middle     |
|---------------------------------|------------|------------|------------|
| Teaching for effective learning | Acceptable | Acceptable | Acceptable |


- Teachers' subject knowledge is variable in all subjects. In Arabic as an additional language it is weak. A significant number of teachers do not have a clear understanding of how to plan lessons that motivate students and accelerate their progress. In too many lessons, priority is given to the acquisition of knowledge with limited time for developing understanding and skills.
- Lesson plans outline learning objectives which are occasionally shared with students. However, objectives are not always reviewed at the end of the lesson in order for students to assess their learning. Technology is used to enhance learning although this is inconsistent across all subjects except mathematics.
- Teachers provide insufficient opportunities for students to develop critical thinking skills or share their thoughts with classmates. Their instructions and explanations dominate lessons on too many occasions and their questions usually require only brief responses and recall of facts.
- Teachers know their students well but do not use this knowledge consistently to plan learning tasks that meet the needs of different ability groups. Their expectations of what students can achieve are not always matched to the needs of the most able students and those with SEND. Consequently, students' progress is variable and inconsistent.
- Students' independent thinking skills are underdeveloped because they do not have regular opportunities to form their own ideas and explain and develop them in class. In the best lessons, where students were able to solve problems, for example in mathematics, and conduct simple investigations in science, they made better progress.

|            | KG         | Primary    | Middle     |
|------------|------------|------------|------------|
| Assessment | Acceptable | Acceptable | Acceptable |

- Attainment in key subjects is assessed and the results of these assessments, loosely linked to the school's curriculum outcomes, are used to provide a measure of students' attainment and progress. The process for formative and summative assessment is under-developed because the school is not clear about why and how assessment should be used to meet the needs of all students.
- The school uses results of appropriate international benchmark tests to compare their students' academic performance with that of other students internationally. The CAT4 test has provided the school with an awareness of students' potentials.
- The school analyses all available assessment data to provide a measure of attainment for whole grades, individuals and groups of students. This analysis is not always reliable, especially where there have been significant changes in the cohort from one year to the next. In the Kindergarten, children's progress over time is more effectively tracked than in other parts of the school.

- The school is beginning to use the data from both internal and international assessments to modify the delivery of the curriculum. However, there is limited use of assessment data to modify teaching both in terms of lesson planning and the strategies used in the classroom. As a consequence, the learning needs of students as individuals and of groups are not consistently met and progress is variable.
- Teachers are not fully aware of their students' strengths and weaknesses and rarely provide focused challenge and support to meet the range of needs. Students' self and peer-assessment is often limited in value because of the lack of clarity in what is intended to be learnt. Constructive and effective feedback to students, with follow-up by both the teacher and the student, remains under-developed.

## 4. Curriculum

|                                      | KG   | Primary    | Middle     |
|--------------------------------------|--|------------|------------|
| Curriculum design and implementation | Good  | Acceptable | Acceptable |

- The school curriculum is based on the Indian CBSE and CBSE-i curriculum with a clear intention for students to share, innovate and succeed. It is generally broad and balanced and complies with the Ministry of Education requirements for Islamic education, Arabic as an additional language and social studies. The Kindergarten curriculum is based on the English Early Years Foundation Stage curriculum and is well-aligned to the stage of development of the age group.
- Continuity and progression identified in the curriculum between phases 1 and 2 makes the transition between these phases smooth and seamless. The continuity between phase 2 and 3 is not yet sufficiently developed and lacks the clarity necessary for a smooth transition into the CBSE curriculum.
- Students are offered a choice of two languages, Hindi and French. Other subjects include art, PE and karate. Dance and music are offered from the Kindergarten to Grade 5 and technology from Grades 1 to 7. Students can also choose from a range of after-school extra-curricular activities.
- Cross-curricular links are evident in teachers' planning. For example, in a lesson on UAE social studies the teacher connected public gardens with measuring the perimeter in mathematics. However, the planning is not always implemented effectively in lessons.
- School leaders and heads of department review the curriculum and make some modifications to extend opportunities for learning for all students. For example, the Islamic studies teacher planned and introduced an additional lesson on the Holy Qur'an for all classes across the phases. The effectiveness of the curriculum for Arabic as an additional language has not been reviewed.
- The UAE social studies forms an integral component of the social studies curriculum. It is taught in English and is sometimes linked with other subjects. The curriculum is planned to incorporate knowledge and skills stated in the UAE curricular framework. Teachers have adequate subject knowledge and engage students in meaningful activities. The majority of students actively participate in lessons, although opportunities for independent learning are limited. Assessment is done through the school's formative and summative assessments.

|                              | KG         | Primary    | Middle     |
|------------------------------|------------|------------|------------|
| <b>Curriculum adaptation</b> | Acceptable | Acceptable | Acceptable |

- There are some modifications made to the curriculum to support students across the school, for example in learning about personal safety. However, there are too few adaptations to meet the needs of students identified as gifted and talented, those with SEND or to address the differences in attainment between boys and girls in maths and science.
- Opportunities for innovation, enterprise and creativity are not an integral part of the curriculum. Older students are given, and enjoy, responsibilities to support their peers and school community and have some opportunities to develop their leadership skills. Students benefit from a range of sporting and other after-school enrichment activities.
- Students' awareness of the Emirati culture and traditions is enhanced through the curriculum and through the opportunities to learn from displays and models around the school and in the integrated laboratory. Lesson planning provides students with daily links to life in the UAE but occasionally the cross-curricular links are tenuous.

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

|  | KG   | Primary | Middle |
|--|------|---------|--------|
| <b>Health and safety, including arrangements for child protection / safeguarding</b> | Good | Good    | Good   |

- Arrangements for the safety and security of the students in school are effective and all staff and parents are kept informed. Child-protection and anti-bullying procedures are established and effective.
- The school provides a safe, secure and hygienic environment for students. Access into school and safety on school transport are monitored well. Internal checks are conducted to maintain cleanliness. Supervision of students around the school at all times ensures that the environment is safe and secure.
- School premises and equipment are neat and well maintained. The school keeps accurate records of incidents and takes appropriate action to reduce the risk of further incidents.
- The physical environment of the school is suitable for all students including those with special educational needs, with ramps and lifts to allow access to the upper floor.
- The school doctor is a paediatric specialist and raises awareness about healthy living amongst students and parents. Information is provided through workshops on being healthy with suggestions for healthy recipes and a balanced diet.

|                  | KG         | Primary    | Middle     |
|------------------|------------|------------|------------|
| Care and support | Acceptable | Acceptable | Acceptable |

- The school has appropriate systems in place to secure the good behaviour of students. Relationships between staff and students are respectful and courteous. Students exhibiting less desirable behaviours are supported through a focused behaviour plan.
- The attendance policy identifies the importance of good attendance for securing academic achievement. Parents of students with unexplained absences are contacted to establish the reason for their children missing school. However, the policy does not clearly outline the sanctions for poor attendance. Procedures to improve punctuality have been effective.
- The school is inclusive and welcomes students with special educational needs. There are appropriate procedures in place for identifying students with barriers to learning and those who are gifted and talented.
- Support for students with special educational needs and those who are gifted and talented is variable across the school. The curriculum and teaching strategies do not always provide enough challenge or guidance. Students with identified learning needs have regularly reviewed individual education plans but the targets, though detailed, do not focus sufficiently on removing the barriers to learning.
- The school counsellor is approachable and has an open door policy for students and their parents to share concerns. Students are guided in their understanding about personal safety and emotional wellbeing.

## Inclusion

### Provision and outcomes for students with SEND

Acceptable

- The inclusive ethos promoted by school leaders is well documented in the school's admissions policy. Although the school counsellor has a good grasp of the areas of strengths and weaknesses in provision, there are insufficient, appropriately-qualified staff to meet the additional needs of all students.
- The procedures for the identification of students are established and a range of assessment tools are used. Referrals are made by parents and staff and students' needs are regularly monitored.
- The school has developed positive relationships with parents, providing them with regular updates on their children's progress and responding swiftly to any concerns. Parents receive useful support and guidance on how to help their children at home. There are regular reviews of the students' IEPs but the parents do not always actively contribute to the development of targets.
- There are few curricular modifications to meet the individual needs of students. Targets are set for each student but insufficient focus is given to the acquisition of key learning skills. In lessons, activities are not always adapted to secure the participation of students with SEND and reduce their barriers to learning.
- The students' progress is measured from one assessment point to another, using modified assessments. These generally match the progress seen in work scrutiny. The progress students make in individual lessons is more variable, especially where opportunities for independent learning are restricted.



## 6. Leadership and management

### The effectiveness of leadership

Acceptable

- The school leadership team, in consultation with all other stakeholders, has rewritten the school's vision statement in response to a recommendation from the last inspection. Their philosophy is inclusive and their intention is to ensure that all students become successful learners and benefit from living in a diverse society and a multicultural and multi-faith school community.
- School leaders' commitment to the vision is evident in the priority given to, and the improvements seen in, students' personal, social and emotional development. Training is provided to improve the quality of teaching and learning and the curriculum is kept under review. School leaders, in most cases, have a clear picture of teachers' capabilities and are increasingly effective in identifying areas for improvement to bring about consistently effective teaching and learning.
- Relationships are positive, professional and based on mutual trust. Teachers are committed to improving and heads of department and middle leaders are aware of their responsibilities. However, leaders are not all fully effective in bringing about improvements in students' academic outcomes.
- The interim principal has made a good start, ably supported by the headmistress and governors who have provided stability and continuity. Middle leaders and heads of department are still developing their skills and are therefore not consistent in monitoring and holding teachers to account for students' progress.
- Overall, leaders have been successful in maintaining and building on the level of school performance over the past year. With this recent track record of improvement and the imminent arrival of the new and experienced principal, the school is optimistic about the future. UAE National Agenda priorities are met. The school is compliant with all statutory and regulatory requirements.

### School self-evaluation and improvement planning

Acceptable

- The school has a wealth of data which it analyses and uses to identify what it does well and what it does less well. Parents also give feedback on the school's performance. However, internal assessments do not provide an accurate picture of students' attainment because examinations are not linked closely to curriculum standards.
- School leaders know which students are achieving well and which are underachieving. Leaders' feedback to teachers usually identifies students' strengths and areas for improvement but does not always pay sufficient attention to what the students have learned in lessons. Consequently, the school's evaluation of its own performance is not entirely accurate.
- There are appropriate priorities and actions for improvement, for example to improve the quality of teaching and learning. However, since the analysis of assessment data is unreliable, the impact on outcomes is limited. Furthermore, there is no system for measuring improvement in students' achievements built into the plans. As a result, attainment and progress in all subjects has not improved.

- The impact of improvement planning on students' personal development has been positive and some judgements have improved with none declining. The impact on improvement plans on academic achievement is less apparent.

### Partnerships with parents and the community

Good ↑

- School leaders and governors have worked hard to involve and engage parents in a productive partnership in the best interests of their children. This is clearly evident in the affirming responses from parents and in the surveys, which are mostly positive in support of the school.
- The school has established various two-way channels of communication with parents so they are kept well-informed about all school matters. They are consulted regularly and feel comfortable approaching the school with any suggestions or concerns. Meetings with parents of students with SEND are positive and informative. Parents appreciate the formal and informal opportunities to discuss matters concerning their children with teachers.
- Reports about their children's academic achievement include grades achieved in assessments with a limited amount of detail about what these mean. There is very little comment about students' personal development and wellbeing and none at all about areas for improvement. Parents confirm, however, that they receive further information in discussions with teachers.
- The school has some links with the local community, for example, through sharing best practice with other schools and through visits to the mosque to increase students' understanding of Islam.

### Governance

Acceptable ↑

- The governing board has representation from a wide range of stakeholders from within the school and local community and all stakeholders have opportunity to contribute to the decision making process. They respond to suggestions and concerns where these are reasonable and appropriate.
- The governors, and in particular the chair of governors, are regularly in school and keep up to date with school matters. The chair of governors provides regular guidance and support on a range of school matters such as teaching, curriculum and assessment. Governors are developing the system for holding the school to account for its work and most who are new to the role are learning their role as critical friend.
- Governors are committed to providing training for teachers to enhance their skills, especially with regard to meeting National Agenda targets. They do not have a sufficiently effective system to evaluate the impact of this on students' outcomes. Governors have recruited a new principal to take up post in November 2016.

Management, staffing, facilities and resources




Acceptable

- The school is well-organised and there have been significant improvements to staff's awareness of roles and responsibilities. Routines are well-rehearsed and ensure an orderly environment and an efficient use of resources, time and space.
- There is an adequate number of teachers for the number of students and to cover the range of curriculum subjects. Most teachers are suitably qualified to teach their subjects, although most of the teachers of Arabic do not have a recognised teaching qualification and have not been approved by KHDA. Professional development has not had a sufficiently positive and consistent impact on students' learning and progress.
- The premises are well-maintained and cleaned and the learning environment is stimulating for the most part. Some classrooms are quite small but this does not restrict movement, for example to enable active learning and group work, because class numbers are also quite small.
- Resources are adequate for most subjects. Children in the Kindergarten have regular access to technology in the classroom. The computer room provides further opportunities for older students to develop their skills in the use of technology. The school is also involved in a project to evaluate the benefit of using iPads to enhance and extend learning.

## 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    |     |
| <br><b>Parents*</b>  | 2016-2017 | 34  |
|  | 2015-2016 | 205 |
| <br><b>Teachers</b> | 21        |     |
| <br><b>Students</b> | 0         |     |

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

- Out of 366 families, only 34 parents responded to most questions in the survey. They were generally very positive about most aspects of the school's work.
- Parents express concerns about: reading at home for pleasure, browsing the internet safely at home, the extent to which students with SEND are welcome, the range and timing of extra-curricular activities and underdeveloped skills in technology.
- Less than half of the teachers responded. They were positive about most things but a few felt the school was not well-led and that the quality of education was not good.

## What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)