



The Indian Academy

 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



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School information



General information	
Location	Al Muhaisnah
Type of school	Private
Opening year of school	2012
Website	www.indianacademydubai.com
Telephone	04-2646746
Address	Al Muhaisnah - 4
Principal	Ms. Jwairia Saleem
Language of instruction	English
Inspection dates	10 to 13 October 2016
Teachers / Support staff	
Number of teachers	56
Largest nationality group of teachers	Indian
Number of teaching assistants	13
Teacher-student ratio	1:10
Number of guidance counsellors	1
Teacher turnover	34%

Students	
Gender of students	Boys and girls
Age range	4-14
Grades or year groups	Kindergarten 1-Grade 8
Number of students on roll	720
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	45
Largest nationality group of students	Indian
Curriculum	
Educational permit / Licence	Indian
This might be deleted	CBSE
Main curriculum	
External tests and examinations	NA
Accreditation	n/a
National Agenda benchmark tests	ACER: IBT



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.

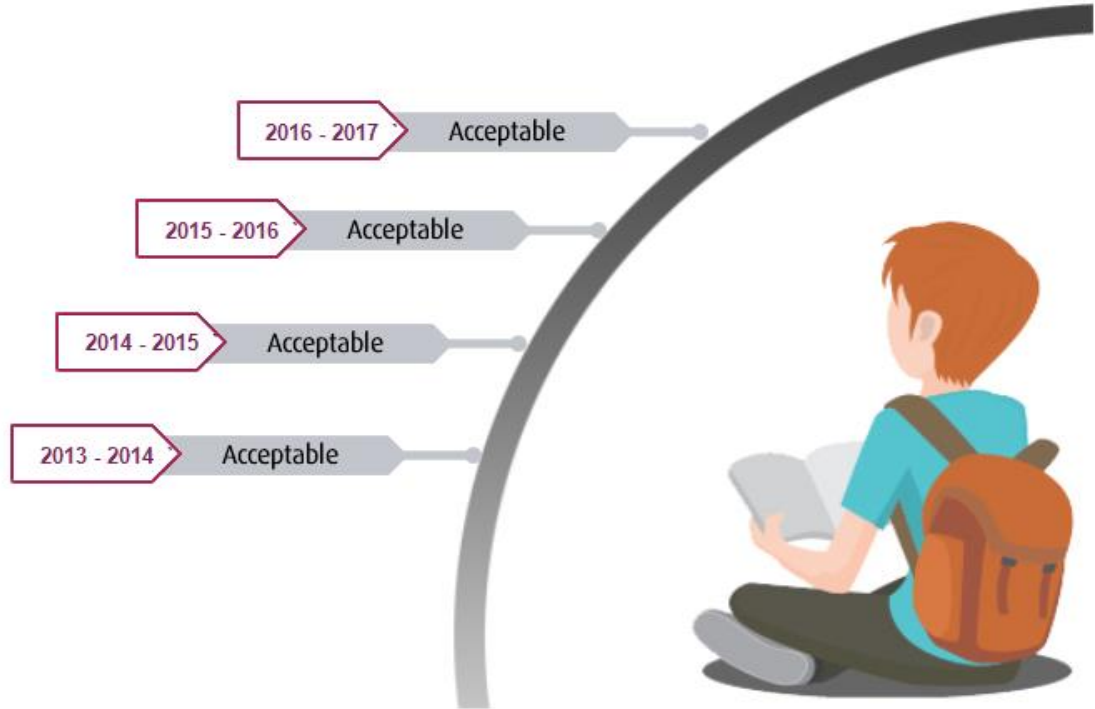
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students’ learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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 The Indian Academy



- The Indian Academy opened in 2012. Each subsequent year the school has expanded by one grade increasing student numbers from 241 in 2012 to 720 in 2016. The school caters for students between four to 14 years of age. The school has seen a number of changes in leadership. The current Principal joined the school this year. Teacher turnover was 48% in 2015 and 34% in the current year.
- Over the previous three inspections the school has remained acceptable in its overall effectiveness. The school has continued to improve aspects of its provision during this time, particularly in the Kindergarten. Improvement has also been acknowledged in students' personal development and in the leadership of the school. Most recently, improvements have resulted in good attainment and progress in mathematics across all phases.
- Recommendations following inspections over a three-year period have repeatedly focused on improving students' attainment and progress. These have been linked to improvements in aspects of teaching, assessment and the school's self-evaluation.

Summary of inspection findings 2016-2017



The Indian Academy was inspected by DSIB from 10 to 12 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 are good in mathematics and science in all three phases. Children in the Kindergarten make good progress in English, this results in acceptable attainment from low starting points. In the primary and middle phases attainment and progress in English, Arabic and Islamic education are acceptable. Across the school, students have positive attitudes to learning and they collaborate well with each other. Their ability to be innovative and enterprising, without the support of adults, is limited.
- Students' personal development is a strength of the school. In all phases students display very good levels of behaviour. Their understanding of Islamic values and Emirati and world cultures deepens as they move up the school. It is good in the Kindergarten and primary phases to very good in the middle school. Students have a good work ethic and are keen to care for both their school and the environment.
- Teaching is good in the Kindergarten and acceptable in the primary and middle phases. Whilst good teaching is evident in these phases, it is not consistently good to result in good achievement, particularly in English, Arabic and Islamic education. The use of assessment to set tasks that meet the needs of different groups of students is variable. As a result, too many lessons lack either challenge for the most able, or appropriate support for those that need it.
- The school curriculum is well matched to the requirements of the Central Board of Secondary Education (CBSE). It has been modified to include additional topics to ensure that students are taught the skills required to improve how well they do in international assessments. This modification has been successful in improving achievement in mathematics. Modifications to meet the needs of students of different abilities are not well enough embedded into lesson planning.
- Systems for the protection, care and guidance of students are at least good. The school is secure and well maintained. Students, including those with special educational needs and disabilities (SEND) are well cared for within this inclusive school.
- Leaders and the governing body know what the school needs to do to improve. They set a clear direction and provide training for staff. They effectively engage the support of parents in school improvement. Systems of self-evaluation have improved over time, especially the analysis and use of external assessment data. The extent of the impact of teaching on student achievement is not accurately monitored.

What the school does well

- Attainment and progress in science and mathematics are good in all phases of the school.
- Good provision in the Kindergarten results in children making good progress academically and personally.
- All aspects of students' personal development are at least good across all phases and many are very good.
- The systems the school has in place to keep students safe and protected are very good.
- Students are well cared for and receive good support, particularly in respect of their personal development.
- Leaders set a clear direction for improvement and are committed to creating a fully-inclusive school.

Recommendations

- Improve the management of time and the pace of learning in lessons by:
 - ensuring that the activities planned can be fully delivered
 - building sufficient time for students to develop their independent learning skills and practice their acquired knowledge.
- Improve the ability of teachers to plan and deliver tasks of different levels of difficulty and complexity to enable all students to make good progress throughout lessons and over time.
- Ensure that the spoken and written language used by staff is always a model of good English and contributes to student attainment and progress, particularly in English lessons.
- Improve the accuracy of self-evaluation by increasing the focus on what students are learning when evaluating the impact of the quality of teaching.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- The school meets the registration requirements for the National Agenda Parameter.
- Attainment based on the National Agenda Parameter benchmarks is not secure in English, and is above expectations in mathematics and science.
- The International Benchmark Test (IBT) data have been extensively analysed to determine where gaps exist across all of the subjects. Currently the school does not have any data relating to TIMSS or PISA.
- The analysis of IBT tests have informed the actions in the whole-school and subject plans. Stakeholders have been made aware of the outcomes and parents can access the information online. The curriculum has been modified to address any gaps in outcomes.
- Training takes place to ensure that all staff are aware of the impact of the findings of external tests. IBT results are used to inform lesson planning and support students to achieve the targets of the National Agenda. Teachers have started to introduce a more open style of questioning with no single correct outcome to encourage students to think carefully about their answers.
- There is an increased awareness to develop students' ability to think critically. Whilst the school is strongly committed to the development of research skills together with an increasing level of independence in learning, the use of critical thinking is still in early stages.

Overall, the school's improvement towards achieving its National Agenda targets meets expectations.

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.










Promoting a culture of innovation:

- Teachers use electronic presentations to enhance lessons but there are limited opportunities for students to use learning technologies, or to apply critical thinking and problem-solving skills. Students have a strong work ethic, but the school is still developing its understanding of how to facilitate student independent learning and innovation. Senior leaders provide training for teachers on critical thinking, enquiry and innovation skills. This is included in written plans, but is not yet evident in classroom practice. Some initial adaptations have been made to extend curricular choices and provide extra-curricular opportunities that promote innovation.

Overall school performance

Acceptable

1 Students' achievement

		Kindergarten	Primary	Middle
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Language of instruction 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
English 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable
Mathematics 	Attainment	Good	Good	Good ↑
	Progress	Good	Good	Good ↑
Science 	Attainment	Good	Good	Good
	Progress	Good	Good	Good
		Kindergarten	Primary	Middle
Learning skills		Good	Acceptable	Acceptable

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

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

3. Teaching and assessment

	Kindergarten	Primary	Middle
Teaching for effective learning	Good	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable

4. Curriculum

	Kindergarten	Primary	Middle
Curriculum design and implementation	Good	Good	Good
Curriculum adaptation	Acceptable	Acceptable	Acceptable

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

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

6. Leadership and management


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




1. Students' achievement

Kindergarten		
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
Language of instruction	Not applicable	Not applicable
English	Acceptable	Good
Mathematics	Good	Good
Science	Good	Good

- In English, most children's attainment is in line with curriculum expectations. Assessment information indicates that the majority of children make significant gains in their knowledge, skills and understanding in literacy in relation to their assessed starting points. Although children make good progress to reach broadly acceptable levels of attainment, some weaknesses remain that hinder their preparation for moving into the primary phase.
- In mathematics, the majority of children exceed the expected outcomes for their age in counting and in solving simple mathematical problems. Children can recognise symbols for addition, subtraction and equals. They add and subtract two single digit numbers. A significant minority are counting beyond 20 and a few count and recognise numbers up to 30 and beyond.
- In science, the majority of children attain levels that exceed curriculum expectations. Practical experiments engage them fully in the scientific process. Children have opportunities to plant seeds and observe the growth of plants in an attractive garden area. They show care and concern for living things and can identify animals that are native to the UAE. They make good progress throughout the phase, developing a good understanding of the scientific concepts being taught.

 Primary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
Language of instruction	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Good	Good
Science	Good	Good

- In Islamic education, students' attainment is in line with curriculum expectations. Students make acceptable progress in developing a secure basic subject knowledge by the end of the phase. A minority of higher-attaining, students who have prior knowledge and experience in the subject, are not challenged sufficiently during lessons. As a result, they make slower progress than their peers.
- Students' attainment in Arabic as an additional language is broadly in line with the expectations of the Ministry of Education (MoE) curriculum. Progress in speaking, listening and reading is acceptable. Students' make slower progress in the development of their independent writing skills. By the end of the phase, only a minority of students can write simple sentences using nouns, verbs and pronouns, and can identify the plural and opposite of words that are familiar to them.
- In English, students' overall attainment is acceptable. Internal assessments indicate that students attain is above expectations, however work seen in lessons and in students' books indicates that attainment is in line with curriculum expectations. International benchmark tests indicate that students' attainment is weak. Whilst most students make acceptable progress compared to their starting points, their progress in reading and writing is slower.
- The majority of students attain above curriculum expectations in mathematics. The results of both external and internal assessments support this. International benchmark tests indicate that students perform well compared to national and international counterparts. Students make good progress overtime measured against their initial assessments. However, weaknesses remain in their ability to think independently and carry out investigations. They have not developed mathematical reasoning skills to a level where they can confidently justify their findings when solving problems.
- In science, students attain standards above curriculum expectations. International benchmark tests indicate that students' attainment is above average. In lessons and in their work, the majority of students demonstrate a strong understanding of age-appropriate scientific concepts and vocabulary. Students make good progress and by the end of the phase, they are able to complete simple investigations and can work collaboratively to predict, observe and draw conclusions when guided by the teacher.

 Middle		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
Language of instruction	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Good ↑	Good ↑
Science	Good	Good

- In Islamic education most students attain in line with MoE curriculum expectations. They can identify and explain the meaning of verses of the Holy Qur'an and Hadeeth related to the topic they are learning. Progress of most students is only acceptable because they are not challenged to extend their knowledge and understanding sufficiently beyond a prescribed answer.
- Students' attainment in Arabic as an additional language is broadly in line with MoE curriculum expectations. Their listening and speaking skills are better developed than their reading and writing, with most students able to understand and respond correctly to instructions and questions. Progress in reading is acceptable, while progress in writing, as shown in lessons and in students' work, is not as secure. This is because of limited opportunities for students to practise their written work.
- In English, students make acceptable progress and demonstrate attainment in line with the school's curriculum standards. The school's internal data indicates that attainment and progress are good. This is not supported by inspection evidence. International benchmark test data indicate that attainment is weak. In lessons and in students' work, there is a lack of emphasis on oral and written language skills. Opportunities to practise writing for a variety of purposes are limited. This does not sufficiently improve or develop students' writing skills.
- In Mathematics, the majority of students attain standards that are above curriculum expectations. International benchmark tests indicate that students' attainment is above average. The school's internal assessments confirm that above curriculum expectation levels are being achieved. The majority of students make good progress in lessons and over time. However, as in the primary phase, the majority of students do not have well-developed reasoning skills. This hinders their ability to question outcomes and confidently justify findings using mathematical language.
- In science, the majority of students make good progress and attain above curriculum expectations. This is confirmed by the school's internal assessments and the results of international benchmark tests. Students continue with their scientific studies by conducting higher level and more complex investigations. By the end of the phase, the majority of students can design and draw graphs, charts and tables based on their studies and complete research on various aspects of science. However, as in the primary phase their ability to draw conclusions from experiments using critical analysis is not improving.

	Kindergarten	Primary	Middle
Learning skills	Good	Acceptable	Acceptable
	<ul style="list-style-type: none"> Students are well engaged in their learning and when given the opportunity, can take responsibility for it. Most know how well they are doing but are not always sure what they need to do in order to improve. Students are able to work collaboratively for short periods of time to good effect but do not always understand their role in the group or how best to contribute. They communicate well with teachers and peers and when given appropriate opportunities, can work independently. A few students are able to apply their learning to the real world and make connections to everyday life, especially in the Kindergarten. Most in the other phases are not skilled in making connections between what they are learning in one lesson and how it relates to other areas of the curriculum. Although students are able to incorporate the use of technology in their classwork and carry out basic research, this is not well developed nor is their ability to think critically and problem solve at a high level. 		

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

	Kindergarten	Primary	Middle
Personal development	Very good ↑	Very good ↑	Very good ↑
	<ul style="list-style-type: none"> Students demonstrate self-discipline and engage with others in a responsible manner. While students respond well to critical feedback from teachers, they have limited opportunities to offer constructive feedback to their peers. Bullying is rare in the school and students work well together to resolve differences. It is evident that the positive way in which students engage with their teachers and peers helps to create a collaborative learning community across the school. Occasionally a few students in lower primary grades struggle to demonstrate self-discipline. Relationships with students, and between students and their teachers are mutually respectful. Students are sensitive to the needs of others. This is evident in the kindness and consideration shown when interacting with each other. Students are aware of the need to pursue a healthy lifestyle. From an early age, students make choices about the type of food they consume. Very young students are aware of the benefits of eating healthily and how taking exercise improves their health and overall wellbeing. Attendance figures for the school are just above 96%. Over 600 of the students come to school by school transport and every effort is made to ensure the buses are on time. During the inspection period almost all students arrived at lessons on time. 		

	Kindergarten	Primary	Middle
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Very good ↑

- Students' knowledge of how Islamic values influence life in the UAE is developing well? in the kindergarten and primary phases. By the time they are in the middle school, they have a deep understanding and can reflect on the how these values can help people make choices in their lives.
- Students across all grades have a good understanding of UAE culture and heritage. They participate in a range of cultural activities both in the classroom and in extra curricula activities.
- Students across the school are able to demonstrate their understanding of their own and other cultures and can highlight similarities and recognise the merits of valuing differences. For example, in the 'World on a Platter' activity, students make comparisons between foods of different countries. This helps develop their understanding of cultural differences across the world.

	Kindergarten	Primary	Middle
Social responsibility and innovation skills	Good	Good	Good

- Students take responsibility for their school community, for example, in the way they look after each other. A minority take on key roles such as being part of the students' council. They are keen to be involved in projects that benefit the whole school. Most events are led by staff or parents with only a few projects being initiated or led by students.
- Students have a positive work ethic. Almost all demonstrate a willingness to learn and follow the instructions of staff, settling well to tasks. Rarely do students make independent decisions, make suggestions or initiate new ways of working. This limits the development of creativity and investigative skills.
- Students demonstrate pride in their school and have a strong focus on improving the environment through participation in clubs, special days and competitions. They actively support and participate in schemes that have a positive environmental impact through "green" projects, recycling and conservation.

3. Teaching and assessment

	Kindergarten	Primary	Middle
Teaching for effective learning	Good	Acceptable	Acceptable

- Most teachers know their subjects well and are appropriately qualified. Teachers in the Kindergarten have a good understanding of how children learn best. In other phases, not enough teachers take this into consideration when planning and delivering lessons. Consequently most of the activities planned do not take sufficient account of students' diverse learning needs, thus limiting their progress.
- Teachers create positive learning environments. Lesson plans follow a common, well-considered format. However in the majority of lessons, time is not managed well, and as a result, well-intentioned plans are not fully implemented. In these lessons, students are not given the opportunity to put their knowledge into practice.
- Students benefit from positive and mutually-respectful interactions with their teachers. Teachers ask open questions that encourage dialogue and discussion. This is however too often at a superficial level, limiting the impact on the development of critical thinking skills.
- Teachers are not always successful in meeting the needs of all students. Most teachers do not use assessment information to set work at appropriate levels of difficulty and complexity to meet the needs of students of differing ability.
- The majority of teachers do not provide enough opportunities for students to develop their critical thinking and problem solving skills. The promotion of these skills is more commonly observed in mathematics and science lessons.

	Kindergarten	Primary	Middle
Assessment	Acceptable	Acceptable	Acceptable

- The school's internal assessment systems are consistently implemented and linked to the CBSE curriculum. It is consistently used by subject coordinators and section heads to monitor the attainment and progress of students. In the Kindergarten, a range of assessment strategies are used to monitor children's achievement.
- All students from Grade 3 onwards take international benchmark tests. This is a relatively new process. Analysis of test results enable the measurement of student performance against that of other students, nationally and internationally. This external moderation does not apply to all subjects or phases. There is no moderation against external expectations in the Kindergarten or in Arabic or Islamic education.
- Most of the data gathered from internal and external assessments is analysed effectively. School leaders are aware that student attainment in international benchmark tests is stronger in mathematics and science, than in English. On the other hand, internally-assessed outcomes in English compared to international benchmarks are inflated, resulting in an inaccurate picture of attainment and progress in this subject.

- The school makes use of assessment information, particularly from international benchmark tests to make adjustments to the curriculum. Analysed assessment data is available to all teachers, most of whom use it to group students by ability in class. A minority of teachers use this data to adjust the degree of difficulty and complexity of tasks for students of differing ability. This is not consistent enough across grades or subjects to improve students' progress.
- Most teachers have a reasonable knowledge of their students' strengths and weaknesses. This knowledge is used best in meeting students' personal development needs. Teachers provide feedback to students through dialogue in lessons and the marking of their work. This feedback is however rarely followed up in subsequent work. Opportunities for students to assess their own work or that of their peers are rarely provided.

4. Curriculum

	Kindergarten	Primary	Middle
Curriculum design and implementation	Good	Good	Good

- The curriculum has a clear rationale and is linked to CBSE and MoE requirements. It is further enhanced and broadened with additions to enable the teaching of areas of learning that are required to be successful in international assessments and benchmark tests.
- The curriculum is planned to enable learning to build from one grade to another. The different areas of development in the Kindergarten, such as understanding the world, communication, literacy and language are well planned to ensure that they are weaved well with the core curriculum in the primary and middle grades.
- Students benefit from opportunities to participate in activities, clubs, visits, cultural programmes, sports and games to gain a range of experiences on which to develop their talents and interests and reflect on future career choices.
- Cross-curricular themes in the Kindergarten provide children with opportunities to systematically develop their physical, cognitive and social skills. In most curricular areas in the primary and middle phases, cross-curricular links are inconsistently planned and are not meaningful and effective in making connections between different learning contexts.
- The curriculum is reviewed regularly, taking into account students' assessment data. Teachers are kept regularly updated on curriculum changes, modifications and issues. Important concepts and skills are added when needed, based on the strands of international assessments. This has helped the majority of students in most grades to attain good results in international benchmark tests in mathematics and science.
- UAE social studies is taught both in specific lessons and through integration across all areas of the curriculum. The UAE culture club, led by students and aimed at spreading the knowledge and culture of the UAE, is successful in further extending students' knowledge and understanding. Teaching engages students' interest and introduces age-appropriate topics, such as family and relationships in Grade 1, and the economic growth of the UAE in the higher grades. Students collaborate well, but skills for independent learning, inquiry and research are not well developed in most grades and subjects.

	Kindergarten	Primary	Middle
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Leaders have made the necessary modifications to the CBSE curriculum to help students be successful in international assessments and benchmark tests. Modification in lessons to adjust the degree of difficulty and complexity of tasks to meet the needs of all students is not consistently applied.
- Activities to develop skills of enterprise and creativity are insufficiently planned. Curriculum leaders have introduced some innovative practices to improve students' skills in English. However, the inaccurate use of spoken English by a few staff, together with grammatical errors in curriculum materials, negates the impact of the actions taken. Consequently, improved attainment and progress in English is not yet evident.
- The school celebrates events of national significance and almost all students are able to sing the UAE national anthem. Every classroom has a dedicated corner linked to the UAE National Agenda, which displays interesting and informative articles.
- Arabic is not explicitly taught in the Kindergarten, but children are exposed to some use of the language, such as greetings and common phrases.

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

	Kindergarten	Primary	Middle
Health and safety, including arrangements for child protection / safeguarding	Very good ↑	Very good ↑	Very good ↑

- The school has very good systems to ensure the protection of their students. These systems safeguard against unauthorised personnel entering the school premises. The school is effective in protecting students from abuse, including bullying through social media. The school involves parents in the implementation of their anti-bullying policies.
- The school premises are safe, secure and provide a hygienic environment. Supervision of students in class, in the corridors and in outdoor spaces is carried out effectively. Students move around the school in an orderly fashion. School transport is vigilantly monitored.
- The buildings and equipment are maintained to a very good standard. A few issues relating to the condition of steps in the schoolyard and the inappropriate storage of chemicals in the science laboratory needed to be brought to the attention of school leaders by inspectors. All medications are securely locked in cabinets and checked regularly for expiry dates. Evacuation procedures are practiced and monitored on an ongoing basis.
- In general, the school premises, and particularly the outdoor facilities, provide a safe and secure environment for students. Ramps have been constructed and these provide a greater level of access for those with mobility difficulties.

- The school promotes safe and healthy living through programmes such as 'The Junkfood Challenge'. Healthy lifestyles are given a high profile in the school curriculum. Collaboration between teachers, parents and medical staff ensures that students' are aware of the benefits of a healthy lifestyle. Students' body mass index is monitored regularly by the medical staff, who work with parents to provide advice on dietary matters.

	Kindergarten	Primary	Middle
Care and support	Good	Good	Good

- Relationships across the school between staff and students are strong, caring and respectful. Systems for behaviour management are effective and students are well-behaved, requiring minimal adult intervention.
- The school has effective systems for motivating and rewarding students for good attendance and punctuality, and for dealing with absences.
- The school has effective systems for identifying students with SEND. A system for identifying and making provision for students who are gifted and talented is being developed but is not yet fully effective.
- Students with SEND are given strong personal support and encouragement. However, academic support in class is not always aligned effectively to their specific needs. This slows their rate of progress in lessons.
- The well-being and personal development of students is central to the school's ethos. There is an organised programme of life skills, in addition to support in response to specific needs. As a result, many aspects of students' personal development are very good. Academic support and guidance is inconsistent and does not have sufficient impact on student progress.

Inclusion

Provision and outcomes for students with SEND

Good 

- The experienced and well-qualified SEND team, comprising the SEND coordinator, the counsellor, and the SEND teacher, work closely with the principal to ensure an inclusive, caring ethos throughout the school.
- There are strong systems and processes in place to identify and assess students. However, provision is inconsistent, and interventions are not always matched closely to students' needs.
- The school ensures that parents feel involved and informed through informal discussions, formal reports, and a regular programme of informative workshops and seminars for parents.
- Although teachers' written plans almost always refer to differentiation, in practice there is little evidence of curriculum modification aligned to individual needs. Expectations of academic progress are often inappropriate. Personal support is strong and almost all students are enthusiastic, engaged learners. However, support in classrooms frequently sustains reliance on adults rather than developing student independence.

- There are effective systems for monitoring student progress. Internal and external assessments are analysed and used to inform students' individual education plans. However, lesson observations show inconsistent progress for students with SEND.

6. Leadership and management

The effectiveness of leadership

Good

- All leaders, led effectively by the principal, share a commitment to the school vision of creating an environment of inclusion in which all children can reach their full potential. The priorities of the UAE, as well as those specific to school improvement, are included in strategic plans.
- Most leaders, although new to the school, lead by example. They use their detailed knowledge of the school's curriculum and of good teaching practice to have some positive impact on student progress. They have not been successful in helping the majority of teachers to attain this level of success.
- Regular meetings and a collegiate approach to decision making contributes to good relationships and effective professional communication. All leaders have a clear understanding of the responsibilities delegated to them by the principal. They work well in phase and subject teams to set priorities for improvement.
- Through analysis of internal and external data, leaders have a good understanding of the potential barriers to learning experienced by groups and individual students. Innovative actions such as the use of audio clips to expose students to different forms of spoken English have been introduced. Currently, this has had limited impact on raising levels of attainment in English.
- Most action plans make clear links between how provision will be improved and the impact this will have on student progress. These actions have met with some success, for example, in mathematics but have not fully impacted across different phases and subjects. The school is compliant with statutory requirements.

School self-evaluation and improvement planning

Acceptable

- The use of increasingly accurate analysis of internal and external data to inform improvement planning is embedded for most subjects. This is not secure in Arabic and Islamic education. The school has a mainly realistic view of what needs to improve. This is not reflected accurately in the overall self-evaluation of areas of the schools' provision, for example, the quality of teaching.
- Leaders at all levels carry out regular monitoring of the quality of teaching. Records indicate that insufficient account is taken of the impact of teaching on student progress when making evaluations. Whilst teachers are given areas for improvement this has not resulted in enough good teaching to increase the rate of student progress in all subjects.
- Plans for improvement, in most aspects of the schools' provision, are well constructed and aimed precisely at meeting the UAE's national priorities and improving student achievement. As a result of inflated self-evaluation of the quality of teaching, the actions taken have not consistently improved student progress.

- Progress in addressing the recommendations of previous inspections has been hindered by a high turnover of staff. Whilst the current leadership demonstrate the capacity to bring about improvement, they have not had enough time in school to bring about and sustain improvement in key areas such as the quality of teaching. Consequently, student attainment and progress in several subjects including English remains acceptable.

Partnerships with parents and the community	Good
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- Parents are welcomed into school and encouraged to support learning in lessons where appropriate, for example, in story telling in the Kindergarten. Parents are encouraged to support the school’s drive to improve attainment in reading. The impact of this is not yet evident. Systems are in place to ensure that any parental concerns or suggestions are considered by staff and taken into account when planning future actions.
- Regular communication through electronic means, letters home, and meetings in school provide parents with the information and guidance needed to support their children's learning at home. Parents report, for example, that their children are very keen to try out experiments at home. This is contributing to the good attainment and progress in science.
- Parents receive regular written and verbal reports explaining students' strengths and their next steps in learning. They confirm that this provides them with the information needed to contribute to improving their children's attainment. End of year report cards are not as informative. They do not provide the detail needed for parents to understand how their children are doing in relation to national and international standards.
- Through links with other organisations and visits out of school, students are involved in activities which widen their view and understanding of their local community, different cultures and backgrounds. This has a positive impact on students' personal development. There are plans in place to extend these experiences to international places of interest.

Governance	Good
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- The governing body has a wide representation of stakeholders including parents and staff, who ensure that the governing body is up to date with regards to school performance, priorities for development and next steps.
- Governors have a range of strategies and systems in place to monitor the work of the school and hold leaders to account. They are aware of the internal and external assessments used to measure attainment and progress, and the subsequent actions taken based on students’ attainment in these tests. They do not yet effectively and accurately monitor the impact of these actions.
- The governing body meets regularly. Discussions and decisions contribute to setting the vision and direction of the school. Governors provide the school with adequate resources. They are actively supporting the new leadership to meet their commitment to parents. They ensure that the school is fully compliant with all its statutory requirements.

Management, staffing, facilities and resources




Good

- Effective systems ensure that the school runs smoothly and help students to know what is expected of them. This subsequently impacts positively on the learning environment.
- The school has a high expectation of the level of qualification and experience that staff must have to be employed in the school. Most staff meet these standards. Senior leaders identify professional development needs and deliver most of the staff training. Whilst this ensures that training is linked to the school's priorities it does not provide staff with a wider view of quality practice.
- The school building has recently been enhanced by the addition of a new block that provides a good learning environment for students in the middle phase. Access has been improved by the addition of ramps to the ground floor of each building. No provision is made for disabled access to the upper floors.
- Learning resources are adequate to support the delivery of the curriculum. Although supplemented by those provided by students and staff, resources are not of the range and quality needed to facilitate innovative teaching or students' good development of effective learning skills.

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	242
	2015-2016	290
 Teachers	56	
 Students	1	

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

- Almost all parents expressed satisfaction with the quality of education provided by the school. They think that their children learn well most of the time, enjoy school and are well behaved.
- A large minority of parents have concerns about how well the school develops their children's understanding of the importance of Islamic values in Dubai and how well a love of literacy and reading in Arabic are promoted.
- Almost all teachers were entirely happy with all aspects of the school. All teachers share the view that the school is well led.

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