




The Indian  
International 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



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## School information



### General information

Location	Dubai Silicon Oasis
Type of school	Private
Opening year of school	2011
Website	<a href="http://www.ihsdxb.com/dso">www.ihsdxb.com/dso</a>
Telephone	00971-4-3377475
Address	Plot No. 27-002 Nad Al Sheba, Silicon Oasis, DUBAI. (U.A.E.)
Principal	Mrs. Geetha Murali
Language of instruction	English
Inspection dates	17 to 20 October 2016

### Teachers / Support staff

Number of teachers	209
Largest nationality group of teachers	Indian
Number of teaching assistants	22
Teacher-student ratio	1:15
Number of guidance counsellors	5
Teacher turnover	4%

### Students

Gender of students	Boys and girls
Age range	4-14
Grades or year groups	KG 1-Grade 9
Number of students on roll	2311
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	154
Largest nationality group of students	Indian

### Curriculum

Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	CBSE-i
Accreditation	CBSE-i
National Agenda benchmark tests	IBT, CAT4



## 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.

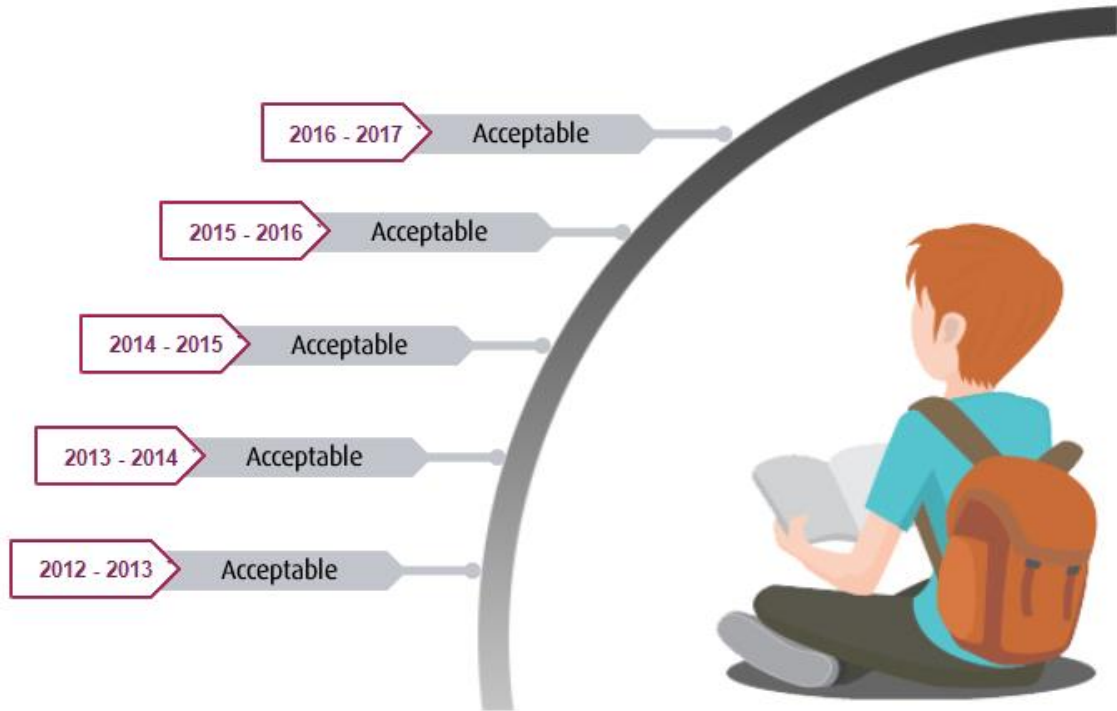
### Judgements are made on a six-point scale

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 The Indian International School (DSO Branch)



- At the time of the inspection, the school had 2,311 students, aged from four to 14 years including 493 children in the Kindergarten (KG). The previous inspection reported 2,332 students. The principal has been in post since the school opened. Teacher turnover was four per cent, compared to ten per cent the previous year.
- Previous inspections acknowledged strengths in students' personal and social development as well as their protection and care. Links with parents and the community have always been strong. This latest report acknowledges strengths in the KG in terms of the curriculum, assessment and leadership.
- Recommendations over time have focused on the need for improvement in teaching and learning including the use of assessment data to more effectively match tasks and activities to meet the needs of all of students. Previous reports have also asked leaders to give a high priority to the development of teaching.

## Summary of inspection findings 2016-2017



The Indian International School (DSO Branch) was inspected by DSIB from 17 to 20 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 the KG. In other phases, they are mostly acceptable in English, mathematics, science and Arabic as an additional language and good in Islamic education. Student's learning skills are acceptable in the primary phase and better elsewhere. There are too few opportunities to develop students' critical thinking, problem-solving and real-life skills.
- Students' personal and social development are good. Relationships are respectful and supportive. Attendance is good. Students demonstrate a good understanding of Islamic values. Environmental awareness is very good.
- The quality of teaching is generally good except in primary. It is most effective where teachers take account of students' prior knowledge to plan lessons and set challenging tasks. Assessment procedures are inconsistent. Information is used to inform the curriculum but not teaching. External support to improve teaching has not had time to have a positive impact on outcomes.
- The school follows the Indian curriculum with opportunities for a range of well-considered extra-curricular activities. The curriculum in the KG is very good. Modifications to the curriculum for students with special educational needs and disabilities (SEND) are improving.
- The school provides a secure and safe environment for students. It takes its responsibilities for health and safety seriously and procedures and practices are rigorous. The child protection policy is known to all staff. Relationships between all members of the school community are positive and supportive.
- The principal demonstrates a strong commitment to the school and to the community. She is supported by a dedicated group of supervisors who work hard in their role. However, leadership is limited as there is insufficient cooperation and focus on the quality of teaching. Governors have failed to ensure that the school improves. Partnerships with parents are strong.

### What the school does best

- The attainment and progress of children in KG as well as their personal development, care, protection, guidance and support.
- Students' community involvement, environmental awareness and work ethic are a particular strength of the school.
- The provision for students' health, safety, welfare, care and support is good. Child protection procedures are secure and well known.

### Recommendations

- Address the recommendations from the previous inspection reports, which remain as areas for improvement, by:
  - ensuring that work is challenging and well matched to students' individual needs,
  - developing students' critical thinking, problem-solving and independent learning skills,
  - using assessment information to help students improve and set work at the right level,
  - making accurate evaluations of the quality of teaching and the impact that this is having on learning,
  - developing a better understanding among middle leaders of how to work more efficiently and collaboratively to improve teaching and learning,
  - identifying and sharing the very best practice seen across the school and increasing the impact of training on classroom practices.
- Ensure that governors are influential on the overall performance of the school by holding school leaders accountable, supporting the school in addressing weaknesses in the quality of teaching and raising the performance of the school.

## 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 of the National Agenda parameter.
- Attainment based on the National Agenda Parameter benchmarks meets expectations in English, mathematics and science.
- The school has analysed the results of last year's International Benchmark Tests (IBT) in depth. Leaders have compared outcomes to the school's own internal assessment results and have suggested possible reasons for differences. At some grades the school's internal results are below the external ones, while at other grades internal results are above. The action plan needs further detail on strategies for improvement. Teachers have benefited from a range of training activities on external benchmark tests.
- The curriculum is increasingly aligned to the requirements of the TIMSS and PISA external benchmark tests. The school has not taken part in these tests as yet, but has created targets by comparing performance against averages in other tests. There is a focus on inferential reading and critical thinking. Additional topics have been added to the curriculum or moved to be studied at an earlier point. For example, probability has been added to the Grade 6 mathematics curriculum.
- Teachers are working to improve the way in which they develop students' higher-order thinking and enquiry skills. Whilst some free-standing pursuits such as the 'science innovation expo' do attempt to promote these skills, they are not fully embedded in the day-to-day work of the school.
- Students are generally aware of their performance on National Agenda parameter tests although opportunities for meaningful, extended research is limited in most subjects. The school operates a 'bring your own device' policy and has a growing number of tablet computers. However, internet access is sometimes a problem. All Grade 4 to Grade 9 students have access to an online encyclopaedia.

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:

- Students confidently use tablets to support their research and learning. Opportunities for creative, reflective and independent thinking are limited except in the KG. Students engage in themed assemblies and support community activities including projects on alternative sources of electricity and a salt water energy generator. Flexible learning spaces facilitate problem-solving and independent learning particularly in the KG where it is stimulated through activities and play. The curriculum promotes innovation through activities such as the 'Innovation week', the science, technology, engineering and mathematics (STEAM) agenda and the organic farming project. However, these are supplements to the curriculum rather than an integral part of it. School leaders are successful in raising the profile of innovation across the school, although they support rather than actively promote it.

## Overall school performance

Acceptable

## 1 Students' achievement


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

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable	Good	Good


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

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

## 3. Teaching and assessment

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


## 4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good 	Good	Good	Good
Curriculum adaptation	Good	Acceptable	Acceptable	Good

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

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




## 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	Good


# Main inspection report



## 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	Good	Good
Mathematics	Good 	Good 
Science	Good	Good

- The literacy skills of the majority of children are above curriculum expectations. Older children use their knowledge of phonics to sound out words, label their observations and use creative spelling. They have above-average speaking skills, which they use effectively during their discussions with their teachers and each other. From their starting points, children have extended their vocabulary and use it to describe their learning and understanding in detail. They find joy in sounding out words and are beginning to read short sentences with comprehension. Their writing is often used for purpose and meaning.
- The majority of children exhibit knowledge in numbers, operations and geometry that exceed curriculum standards. Their knowledge of counting, sequencing, addition and subtraction is the foundation for deeper understanding of mathematical concepts. Over time children make good progress in using their mathematical skills to solve problems and connect mathematics to their own experiences. For example, they can combine their observation and estimation skills to determine and confirm the number of beans on a dish.
- Children's understanding of the world and scientific concepts are developed beyond the stated learning outcomes for the KG. The majority of children know about the life cycles of plants and animals and can link these to their own experiences. They have an awareness of how families and communities live and work together. They make good progress in making connections between themselves and the real world. They ask and answer questions to develop their critical thinking skills. Their research and enquiry skills are still developing.

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

- In Islamic education, the majority of students attain levels that are above Ministry of Education (MoE) curriculum standards. Students display good knowledge of the prophets of Islam and the differences between prophets and messengers. Their Qur'an recitation skills are improving. Students make good progress in developing their knowledge of how Islam encourages helping others. However, they are not always secure in linking this principal to the Zakat and Sadaqa in the Qur'an and Hadeeth.
- In Arabic as an additional language, most students display acceptable language skills against curriculum expectations. They listen well and recognise Arabic letters in isolation. They read out whole phrases from age-appropriate texts made up of familiar language. Students make good progress from their starting points in developing their reading, listening and speaking skills and can answer simple, familiar questions. Their writing skills are adequate.
- In external benchmarking tests, attainment in English is acceptable. Most students quickly extend and develop their speaking and listening skills following their transition from KG. They can communicate with their teachers and with each other. Students make acceptable progress in reading and writing and apply these skills adequately in other subjects across the curriculum. Progress is restricted by too few opportunities to think critically.
- Most students make appropriate progress in lessons and over time when measured against curriculum standards for mathematics. The curriculum focuses on number more than shape and problem-solving, so that attainment in geometry and extended reasoning is generally less positive than in calculations. Girls make better progress than boys. Attainment in international benchmark tests varies from grade to grade. Trends show fairly steady levels over the past three years but internal results in Grade 4 decreased while Grade 5 increased.
- In science, most students make acceptable progress and demonstrate levels of scientific knowledge and skills that are in line with curriculum standards. Students are able to conduct age-appropriate investigations including predicting, observing and concluding. They continue to extend their vocabulary and understanding of scientific concepts. They study human body systems, the weather, animals, plants and the solar system.



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

- In Islamic education, the majority of students attain levels that are above MOE curriculum expectations. Students have a secure knowledge of the differences between believers and disbelievers as well as an appreciation of Allah's gifts and forgiveness. Their recitation skills are developing and they understand the Tajweed rules. Students make good progress in their knowledge and understanding of the rewards of salat-ul-jama'ah and the link to salat-ul-jumu'ah. However, they are insecure in making links of the concept to its source in the Holy Qur'an, and why this prayer is shorter than the normal Thurhar prayer.
- In Arabic as an additional language, most students demonstrate language skills in line with curriculum expectations, based on the years of studying the language. They respond appropriately to direct questions during conversations around familiar text and can follow a pattern in order to write simple sentences. In lessons, students make acceptable progress in developing their speaking skills to present topics of interest, such as sports hobbies in the UAE. Progress in developing reading and independent writing skills is slower.
- Attainment and progress in English are variable across different grades, based on the results of external assessments. Reading, writing and listening skills are in line with curriculum standards. Speaking skills are good throughout the grades. Most students make acceptable progress in their speaking, listening and reading but their writing consists of many errors in spelling and grammar.
- Attainment and progress in mathematics is better for calculations and algebraic manipulations where higher-attaining students perform particularly well. The level of demanding, open-ended or real-life problems requiring extended reasoning is not enough, leading to lower attainment in these aspects. On average, girls make better progress than boys. As at the primary phase, attainment in international benchmark tests varies from grade to grade. Trends in internal results show fairly steady levels over the past three years.
- The majority of students demonstrate levels of knowledge and understanding in physics, chemistry and biology that are above curriculum expectations. Their reports of investigative work in the laboratory include calculations, graphs, charts and illustrations. In biology they dissect plants and name the component parts. In chemistry they can identify different states of matter. Students conduct basic research and improve their critical thinking and problem-solving skills.


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

- In Islamic education, the majority of students attain levels that are above MOE curriculum standards. Students have a secure knowledge of the story of Prophet Nuh and its link with faith and perseverance. In their recent work, the majority of students show good progress of their knowledge of Allah's provision of prophets with miracles. However, the lack of challenge restricts their progress to analyse the reasons behind the variances between the different miracles, in terms of time, place and context.
- In Arabic as an additional language, most students display levels of knowledge and understanding that are in line with the curriculum expectations. They understand opinions in a spoken passage and can give a short prepared talk as well as answer predicted questions. In lessons, students make acceptable progress in developing their speaking skills and applying their knowledge of grammar to presentations about the UAE. Their recognition of the masculine and feminine forms of adjectives is adequate when reading and writing in a familiar context.
- In English, most students' attainment is in line with curriculum expectations and international standards according to benchmark tests. The majority of students attain well in speaking and listening skills in all grades throughout secondary. Students' spelling and writing skills, including the use of syntax, and their reading comprehension are developing at a slower rate.
- Attainment and progress in mathematics follows a similar pattern to those in the middle phase. Most students make appropriate progress and a majority are ahead in applying algebraic, statistical and numerical calculation techniques as well as in understanding shapes. Sustained reasoning skills, critical thinking and problem-solving are not improving. This is the first year in which the school has had Grade 9 students, so trends in attainment have not yet been established.
- In science, the majority of students demonstrate knowledge, understanding and skills that are above curriculum expectations in physics, biology and chemistry. They confidently participate in investigative work, developing and testing hypotheses. Their skill in posing key scientific questions and researching the answers is developing well. In chemistry lessons, students study the formation of ionic bonds and can construct models of ionic compounds. In physics, they are able to understand and explain the effects of force and friction on an object.

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable	Good	Good

- Students are eager and engaged learners. They take responsibility for their learning, complete assigned tasks and are usually aware of how they can improve. In primary they are often passive in their learning which hinders their ability to develop a deeper understanding of topics. KG children are often more active learners using hands on materials to gain knowledge and solve problems.
- Students enjoy group work but do not make sufficient use of their collaborative skills to share their knowledge and produce better work. They are able to discuss their learning with each other but not well enough to deepen their understanding.
- Students make connections to their own experiences, especially when prompted. They also make links and connections to the real world when guided by the teacher. The application of learning to other contexts and content areas is still developing.
- In most lessons enquiry and research skills are still developing. Students are able to use some technologies to find answers to their questions but their ability to be innovative in solving problems and to extend their learning is not improving. The development of critical thinking skills is not always apparent due to the closed questions posed in lessons.

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

	KG	Primary	Middle	Secondary
Personal development	Very good 	Good	Good	Good

- Students in all phases are eager to learn and take the initiative to complete their work. They welcome feedback and respond well to suggestions for improvement. They have positive and responsible attitudes.
- Behaviour in the school is positive, especially during lessons in the classroom. Students relate well to each other and are courteous towards their teachers. They are supported and valued by school staff which leads to a harmonious sense of family throughout the school.
- The atmosphere of the school is one where all students care for each other and appreciate each other's abilities and needs. Relationships with peers and teachers are respectful and valued. In the KG the focus and quality of these relationships mean that children feel safe, secure and ready to learn.
- Almost all students make good choices with regard to healthy eating and exercise. They participate in activities, in and out of school, that support good health and promote fitness. Students are especially motivated to bring healthy snacks and participate in physical education activities.
- Attendance is good in all phases. Students arrive to school on time and are well prepared and ready to learn when classes begin.

	KG	Primary	Middle	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Very good ↑	Good	Good	Good

- Students demonstrate a clear understanding of Islamic values and how they influence contemporary society in the UAE. They offer a variety of examples, such as the importance of Friday prayer for Muslims. In the KG, Islamic celebrations are an integral part of the curriculum, and appropriate links are made to their daily lives in Dubai.
- Students are knowledgeable and appreciative of the Emirati heritage and culture and how it influences contemporary UAE society. They describe Dubai as a 'God-believing city' and appreciate the tolerance of the people in the UAE. In the KG, each child has a UAE handbook to colour and discuss.
- Students have a clear understanding and appreciation of their Indian culture and can describe the food, music, colours and the cultural aspects including similarities and differences from other cultures. They demonstrate interest in learning about other cultures through visits to places like the Global Village and through thematic assemblies. They embrace opportunities to interact with people other than Indians. In the KG, they celebrate Brazilian, Spanish and Japanese days.


	KG	Primary	Middle	Secondary
<b>Social responsibility and innovation skills</b>	Very good	Very good	Very good	Very good

- Students readily involve themselves in community and school projects when afforded the opportunity. They are involved in creating a school community that reflects social awareness and civic responsibility. Students participate in, and often lead, activities that help the school community as well as the larger community of Dubai.
- Students' work ethic is a strength. Most students are enthusiastic and participatory learners. They are innovative when given the opportunity. For example, during 'Innovation week', students build robots with sustainable panels, sensors and batteries. Planning and caring for the organic vegetable garden involves students in budgeting for seeds and researching the best crops.
- Students are passionate about their school and its environment. They understand challenges facing the world regarding sustainability, environmental waste and endangered species. School-wide programmes and events such as 'World Earth Day', 'Earth Hour' and 'Innovation Week' enable them to explore, contribute ideas and participate in activities that help them to recognise their responsibility in making positive contributions to sustainability and the environment.

### 3. Teaching and assessment

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

- Across the school, teachers have strong subject knowledge, particularly in Islamic education and science and in the KG. Their knowledge about how students learn best is variable although stronger in the KG, middle and secondary phases. In primary, teachers devote too much time to activities that do not excite or interest students and do not encourage them to work independently and take responsibility for their own learning.
- Lessons are usually well planned and include learning objectives, a variety of activities and appropriate opportunities for assessment, including self and peer-assessment. They include suggestions for links across-curricular and to the real world. However, the implementation of these plans varies considerably. Many teachers are able to create positive learning environments and use resources well to achieve learning objectives, although this is inconsistent especially in primary.
- Teacher-student interactions are almost always positive and relationships are based on mutual respect. Most teachers enable students to feel confident in answering questions and engaging in simple dialogue. However, this is inconsistent from subject to subject and grade to grade resulting in passive learners, particularly in primary, who are not sufficiently engaged in their learning.
- The majority of teachers use a range of strategies to meet the needs of all students. Their expectations of what students can achieve are not always well matched to the range of abilities. Consequently, they do not always enable students to make good or better progress.
- Teachers across the school understand the importance of developing critical thinking, problem-solving, innovation and independent learning skills. Most teachers, however, lack the skills to do this effectively. Although questioning and dialogue are part of almost every lesson, this is often done at a superficial level, with opportunities missed to probe, extend and strengthen learning.


	KG	Primary	Middle	Secondary
Assessment	Good 	Acceptable	Acceptable	Acceptable

- Teachers regularly test students to gather information about their ongoing progress and retention of knowledge and understanding. Internal assessments are linked well to the curriculum but, at some grades, they give more positive results than external tests. The school's assessment arrangements allow for a general measure of individual student progress within each subject for each semester and from first to second semester. Assessment of children in the KG is done well.
- The school effectively uses external tests of knowledge and understanding in English, mathematics and science to compare internal assessment results with international standards. Leaders have started to analyse the results of assessments of students' thinking skills such as verbal reasoning and spatial ability, with the aim of improving teaching for different groups of students.



- Teachers record the results of students' assessments well. Tracking of students' specific knowledge, understanding and skills over time, for example from one school year to the next and onwards, is not done effectively. Summative percentage marks and grades in each subject mask a wide range of students' strengths and weaknesses, and make decisions about next steps in learning more difficult.
- Staff have made some improvements to the curriculum in English, mathematics and science to reflect their analysis of weaknesses in scheduling of topics or gaps in coverage of certain aspects. Internal assessment results are not used effectively to match classroom activities to the learning needs of different groups of students. Consequently, progress is affected in some subjects.
- Teachers have a reasonable knowledge of each student's strengths and weaknesses in their subject. However, the challenge and support they provide for students does not take sufficient account of each student's knowledge, understanding and skills. Written feedback is short and does not always help students to improve their work. Students, occasionally carry out self and peer-assessment.

#### 4. Curriculum

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

- The curriculum has a clear rationale which enables students to benefit from a range of age-appropriate activities which involve them well in their learning. The KG curriculum is broadly based on the Early Years Foundation Stage framework, while in the rest of the school it is closely aligned to the CBSE curriculum with additional elements to meet the UAE's National Agenda targets.
- Regular meetings within and across phases ensure good transition from grade to grade and phase to phase. In the KG, the thematic curricular is effectively planned to ensure progression in all subjects so that learning builds well from one phase to the other. For example, children in the KG learn about healthy living and at the end of grade 5 they learn about the food pyramid.
- The school's curriculum is enhanced by a wide range of after-school clubs, field trips and thematic assemblies as well as a variety of sports and fitness programmes. Drama, dance and music ensure that students are provided with choices and opportunities to develop other interests. Students in secondary can additionally follow options in French or Hindi.
- There are some examples of cross-curricular links in place, but these are not consistent in all grades or in all subjects. Cross-curricular links are more evident in the KG where provision is strongest.
- The curriculum is reviewed regularly and modified to prepare students for international standardised tests and to meet the academic and personal development needs of most students.
- The school integrates the UAE Social studies curriculum into the CBSE curriculum but uses school based resources to supplement the content. Skills, concepts and knowledge are carefully balanced to ensure continuity and progression. Teachers demonstrate a good knowledge of the subject in primary and secondary with lesson planning and implementation being more effective in secondary. Most students make at least acceptable progress in knowledge and understanding of

the concepts. They are able to associate places and events in history, why they happened and the impact they have on the present day. Teachers use appropriate rubrics and assessment strategies to target concepts and skills.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Acceptable	Acceptable	Good

- The curriculum is effectively modified to meet the learning needs of most students. Leaders in the KG successfully make modifications so that children make at least good progress. The good adaptations to the curriculum for secondary students are not as commonplace in primary and middle. Modifications are made for most students with SEND, to meet their needs well.
- The STEAM laboratory provides a range of opportunities for investigative and open-ended work. This kind of extension work is particularly evident in the KG and secondary. Students in all phases have ample opportunities to be creative and to make a social contribution within and beyond the school community. Opportunities for innovation and enterprise are limited. There is an impressive offering of extra-curricular activities as well as competitions, contests and sporting events to complement the academic curriculum.
- Exposure to Emirati culture and the UAE's values are integrated across a range of subjects, contributing to students' understanding of the UAE's culture and history. Students enthusiastically participate in National Day celebrations and take field trips to the Global Village as well as undertake project work to develop eco-friendly houses which conserve water and power.
- Arabic is taught in the KG for 30 minutes each week. The work is based on an appropriate set of standards for teaching Arabic to emergent learners.

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

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

- The school has a comprehensive child protection policy that is understood by all members of the school community. Teachers are trained, parents are informed and students know exactly who they should approach if they feel threatened or concerned. There are no reports of cyber-bullying and the presence of assistants, teachers and senior students on the buses effectively prevents any inappropriate behaviour.
- Although old, the school premises are well-maintained and cleaned thoroughly every day. The school is safe, hygienic and secure for all ages. Immediate action is taken to address any issues identified during the daily safety checks. Emergency evacuation drills are held regularly. School transport arrangements are particularly secure with adult supervision on all buses and adherence to strict safety standards. Gate security is tight and parent drop-off and pick-up is carefully monitored.


- Buildings and equipment are routinely inspected and updated. The school maintains detailed, accurate and secure records of all incidents and accidents. Students' health is maintained through immediate attention given when accidents or incidents occur. The long-term care of students is supported through a thorough health check at the end of each phase.
- The school environment meets the physical, cognitive and emotional needs of all students. The school clinic is staffed with a first-aid attendant, a nurse and a doctor. Students who have additional needs are integrated into regular routines and the school provides lifts and other specialist equipment when required.
- Healthy living is actively promoted through a variety of programmes, school activities and initiatives; the vegetable garden promotes healthy eating, lunch monitors check to see snacks are healthy, and the canteen only serves healthy dishes. The school clinic measures students' body-mass index and provides support by promoting regular exercise and a healthy diet.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- Relationships between all members of the school community are positive. Teachers and senior students are good role models for younger children. Student behaviour is well managed although children on their own tend to forget the prescribed behavioural expectations.
- The school has mainly effective processes to monitor attendance and punctuality. The system for parent drop-off is particularly useful in promoting regular attendance.
- The school has an inclusive admissions policy for students with SEND and those who are gifted and talented. It is effective in identifying students who have SEND but less effective in identifying other needs.
- There is a comprehensive student support programme in place that is staffed by competent and dedicated professionals. The extension of counselling services to include in-class support is a positive development. The student body is supportive and inclusive of students with SEND. Gifted and talented students do not have enough opportunities to develop their talents.
- The counselling centre and the clinic have designed an effective programme to support students' well-being and academic achievements. The focus on STEAM, and particularly the resources available for all groups of students for this programme, provide plentiful opportunities for personal development and setting long-term goals.

## Inclusion

### Provision and outcomes for students with SEND

Good 

- The overall quality of provision for students who have SEND is good. School leaders increasingly understand how to meet the needs of students with SEND. They are continuing to develop a systematic and detailed approach to the identification and monitoring of SEND but further work is needed in classes to provide for these students.
- Students who experience difficulties in learning are identified early in their school careers, occasionally before starting, with a key focus on learning. Leaders are aware that no student should be missed and they are working hard to develop and improve the process of identification. This is less effective for the identification of students with gifts and talents.
- Parents are seen as partners in educating students with SEND. They are positive about the school and its procedures to support their children. Good contacts with staff have been established and parents feel consulted at all stages.
- Students' individual needs are often met effectively but this is not consistent. In the Learning Centres, specialist staff provide tasks which closely match students' needs. This is not always the case in whole-class lessons when modifications do not provide appropriate challenge for all students and in particular those who are more-able and who have gifts and talents.
- Almost all students make good progress in the Learning Centres with the majority making good progress in their classes. The tailored support for individuals is focused well on their specific needs with skilled teaching bringing about improved progress.

## 6. Leadership and management

### The effectiveness of leadership

Acceptable

- The principal's clear vision and commitment to the school is shared with staff, students, parents and the community. Leaders' commitment to the UAE is articulated through school documentation and the curriculum. Leaders at all levels demonstrate an awareness and appreciation of students with a variety of differing needs. A large majority of parents express their confidence in the leadership of the school.
- Most senior leaders demonstrate a secure understanding of their roles and responsibilities but roles elsewhere are not clear, especially with regard to improving teaching. Staff's understanding of what needs to be done to raise the quality of teaching and improve outcomes is not sufficiently focused.
- Relationships and communications between staff across the school are courteous and professional. The school delegates leadership to individuals and teams but does not hold them sufficiently accountable for ensuring the quality of teaching. Morale throughout the school is high.

- Most leaders demonstrate a secure knowledge of the requirements of the curriculum but are less confident about what constitutes good teaching practice. Priorities for development are known but not sufficiently focused on developing teaching. Middle leaders, while hard-working and passionate, do not work cooperatively to effect change.
- Leaders have improved some aspects of the school. This is especially so in the KG, with the development of the STEAM agenda and with regard to the provision of high-quality, extra-curricular activities. Staff are particularly receptive and welcoming of feedback received. Statutory and regulatory requirements are met.

#### School self-evaluation and improvement planning

Acceptable

- The school's self-evaluation process includes listening to the views of stakeholders but does not take sufficient account of evidence resulting from the analyses of data. Consequently, the school's evaluation of its performance with regard to student outcomes is inaccurate.
- School leaders observe lessons regularly and identify aspects of teaching that need improvement. Feedback to teachers offers some guidance on how to improve the quality of their work but there is a limited focus on students' achievements.
- The school improvement and action plan identify appropriate actions and achievable goals to address some issues raised in the previous inspection. However, insufficient consideration is given to other important matters such as the expansion of the school, issues arising from the school's own evaluation of the quality of teaching and analyses of achievement data.
- There has been limited progress in addressing the recommendations in the previous inspection. In particular, the school has done little to improve the overall quality of teaching and learning especially in primary.

#### Partnerships with parents and the community

Good

- School leaders and staff have developed a successful positive partnership with parents and most parents speak highly of the school. Parents' opinions and suggestions are listened to and acted upon. For example, the school has put in place after-school activities in response to parents' requests. Parents are also involved in sharing their expertise in various subjects.
- The school has effective communication with parents about their children's learning and development through emails, circulars, open days and face-to-face meetings, as well as the weekly information syllabus and the parents' portal.
- Parents appreciate the opportunities to meet with teachers after students' formal assessments to discuss their children's strengths and the next steps in their learning.
- The school makes regular social contributions to local, national and international communities. As an example, students work with the Dubai Silicon Oasis Authority to plant trees and get involved in clean-up campaigns. Students have also collected funds for charitable activities and donated items to a range of good causes.



## Governance

Acceptable ↓

- Governance includes representation from many stakeholders including parents and teachers. Concerns raised by parents are responded to in a timely, appropriate and supportive manner.
- The governing body regularly monitors the school's actions but does not sufficiently hold the school to account for the quality of its performance. Areas for improvement offered over time are not being sufficiently addressed.
- The governing body offers timely support for school leaders but this support has been too little and too late. Recommendations from previous inspection reports have not been addressed and weaknesses remain in terms of the leadership and management of teaching, especially in primary.

## Management, staffing, facilities and resources




Good

- The school operates efficiently. Staff and students know the daily routines and follow them without problems. Timetabling is extensive and the tight organisation and choice of activities contribute positively to students' learning.
- Most of the staff are qualified to the required standard. However, not all teachers of Arabic have qualified teacher status. Professional development is relevant but not always presented in the most stimulating way and is not wholly effective in bringing about consistently good teaching.
- The facilities are well-maintained with many specialist classrooms that are well-equipped and well-designed for student achievement. The STEAM facilities are particularly noteworthy and include a splash pool and a recycling area. Technology is commonplace in all classrooms with computers available. The computers in the library are underused for independent learning.
- The school's resources include a full-sized swimming pool and ample resources for extra-curricular activities such as chess and table tennis. There is an emphasis on recycling so that many materials are re-used and refurbished.

## 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	
 <b>Parents*</b>	2016-2017	460
	2015-2016	1310
 <b>Teachers</b>	197	
 <b>Students</b>	0	

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

- Most parents, who responded to the survey, are satisfied with the quality of education provided by the school. Some parents express concern about the focus on examinations and problems with communication when they want to get in touch with teachers.
- Almost all parents who responded say that their children feel safe in the school and on school transport. They also confirm that their children enjoy school and that they are well behaved. Most say that occurrences of bullying are rare and that students get along well with each other.
- Most parents who responded feel that the school is well led and many add positive comments about supportive staff and the efforts they make in order to support students. Almost all parents agree that their children are developing a good awareness of the UAE and other cultures.
- A minority of parents feel that the school does not do enough to develop students' skills to learn independently or to use learning technologies confidently. Almost all parents agreed that the school promotes their children's literacy and the love of reading in English.
- Teacher comments are invariably positive and almost all of them comment favourably on the quality of education and student behaviour, and agree that students are safe at school and on school transport. All of them believe that students enjoy school.

## 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)