

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

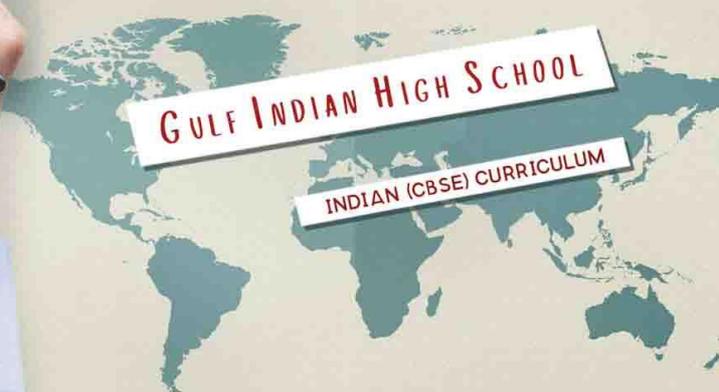
ACCEPTABLE



INSPECTION REPORT

2017-2018

Gulf Indian High School
Celebrating 10 years of inspections



Contents

School information	3
The DSIB inspection process	4
Summary of inspection findings 2017-2018.....	5
National Priorities	9
Main inspection report	12
1. Students' achievements	12
2. Students' personal and social development, and their innovation skills.....	15
3. Teaching and assessment	17
4. Curriculum	18
5. The protection, care, guidance and support of students.....	19
Inclusion of students with SEND (Students of determination).....	20
6. Leadership and management	21
The views of parents, teachers and senior students.....	22

School information

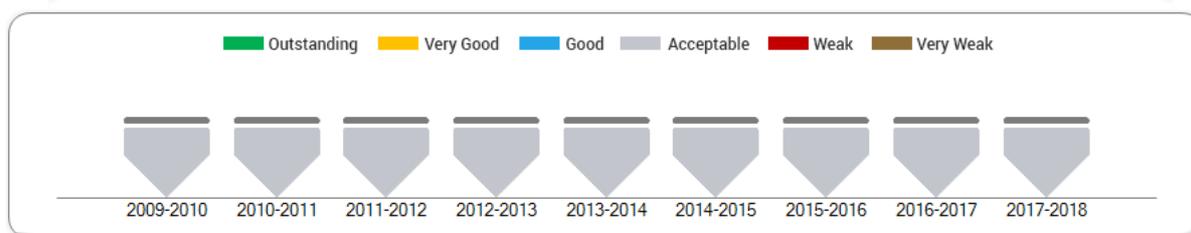
General information	
Location	Al Garhoud
Type of school	Private
Opening year of school	Please insert
Website	www.gihsdubai.com
Telephone	00971-4-2824455
Address	P.O.BOX 646, DUBAI, UAE
Principal	MUHAMMAD ALI KOTTAKKULAM
Principal - Date appointed	5/1/2016
Language of instruction	English
Inspection dates	25-28/09/2017

Teachers / Support staff	
Number of teachers	155
Largest nationality group of teachers	Indian
Number of teaching assistants	14
Teacher-student ratio	1:15
Number of guidance counsellors	3
Teacher turnover	25%

Students	
Gender of students	Boys and girls
Age range	3-18
Grades or year groups	KG 1-G12
Number of students on roll	2318
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	152
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	CBSE
Accreditation	CBSE
National Agenda benchmark tests	CAT4, ASSET

School Journey for Gulf Indian High School



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

Summary of inspection findings 2017-2018

Gulf Indian High School was inspected by DSIB from 25 to 28 September 2017. 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.

Leadership and management

The principal has successfully led improvements in assessment, health and safety and care and support. Checks on teaching and the analyses progress data are now systematic but not wholly accurate. Governors are increasingly pro-active. Parents hold the school in high regard and the home/school partnership is strong. The school runs smoothly but high staff turnover continues to constrain improvement.

Students' achievement

Children's progress in the Kindergarten (KG) is good, and is particularly rapid in English. Students' achievement remains at least good in most subjects and phases. They tend to make more consistent progress and reach higher standards in the secondary phase than in the primary and middle phases. Students' attainment and progress in Islamic education is good across the school.

Students' personal and social development, and their innovation skills

Students' personal and social development are a major strength. In all phases, they are polite, courteous, cooperative and enthusiastic. Their behaviour is typically outstanding. Students develop a very secure understanding of Islamic values and their impact on life in the UAE. Students have a keen sense of responsibility for the environment and increasing opportunities to develop innovation and entrepreneurial skills.

Teaching and assessment

The good quality of teaching has been sustained in the KG and secondary phases. Although there is some very effective practice in the primary and middle phases, there is less consistency across subjects and grades. For the most part, teachers in these phases are aware of effective methods but lack the skills and confidence to implement them in their daily lessons.

Curriculum

The curriculum remains effective in providing students with a broad range of choices to develop their talents, interests and aspirations. Planning is increasingly modified to provide students with opportunities to develop the skills tested in external assessments. In the KG the curriculum is consistently adapted to students' needs but in other phases, although some improvement is evident, such adaptations are not embedded.

The protection, care, guidance and support of students

Very good progress has been made in the effectiveness of the school's care and support for students. Rigorous procedures help to ensure students' safety including their use of communication technology. The school promotes a healthy lifestyle well. The ethos of the school is inclusive and supportive, and relationships are positive and trusting. The career guidance programme has improved significantly.

What the school does best

- The vision and capacity of senior leaders to improve the school's effectiveness.
- The effective provision in the kindergarten which enables children to thrive.
- The school's success in promoting students' personal development.
- The good progress that students make in most subjects.
- The effective care and support for students within an inclusive ethos

Key recommendations

- Improve the quality of teaching in the primary and middle phases by embedding the good practice evident in the most effective lessons.
- Accelerate students' progress in Arabic by improving their skills in speaking and writing.
- Improve the accuracy of self-evaluation when analysing and interpreting progress data, and when reviewing the quality of teaching and learning.

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	Weak
	Progress	Not applicable	Weak ↓	Acceptable	Weak
 English	Attainment	Good	Acceptable	Acceptable	Very good
	Progress	Good	Acceptable	Good ↑	Very good
 Mathematics	Attainment	Good	Acceptable	Acceptable ↓	Good ↓
	Progress	Good	Good	Good	Very good ↓
 Science	Attainment	Good	Acceptable	Acceptable ↓	Good
	Progress	Good	Acceptable	Good	Good
		KG	Primary	Middle	Secondary
Learning skills		Good	Acceptable	Acceptable	Good

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good ↑	Acceptable	Acceptable	Acceptable

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

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

6. Leadership and management

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

National Priorities

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:

- Attainment based on the National Agenda Parameter meets expectations in science and English and is below expectations in mathematics.
- The school meets the registration requirements for the National Agenda Parameter.
- The action plan focuses more on the changes and adaptations to the curriculum and inconsistencies in teaching, and to a lesser extent on identifying gaps in individual achievement.
- TIMSS and PISA results are analysed fairly well. However, there is little evidence of routine comparisons between CAT4, curriculum based assessments and N.A.P benchmark results.
- The analysis of TIMSS and PISA data has led to an effective review of the curriculum. The school identifies areas of weaknesses and introduces additional content and focuses on development of skills.
- Teachers are attempting to link learning to real life and to other subjects in their lesson plans. However, this is not yet fully effective. Promoting higher order thinking, problem solving to facilitate independent learning are still areas for development.

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

Moral Education

- Moral education is in the very early stages of implementation in Grades 1 to 9.
- Teachers are beginning to understand how to integrate the programme into some other subjects. Leaders report a move from teaching values informally to a more systematic approach, adding depth to the students' learning.
- Students actively participate in lessons and are keen to show that moral education has an impact on actions they take at home, school and in the community.
- It is too soon to assess changes in student' attitudes, although teachers report further improvement in this regard throughout the school. Parents are fully informed and supportive.

The school's implementation of the UAE Moral Education Programme is **under developed**

Social Studies

- The UAE social studies curriculum is taught in English in Grades 1-9. The curriculum builds and strengthens conceptual understandings that are an essential part of social inquiry. Knowledge and skills are balanced thoughtfully to provide logical progression and continuity.
- Moral education is integrated with some social studies lessons, although the match of some concepts between the two curricula is not always clear. Teachers plan meaningful experiences for learners to ensure a positive learning environment.
- Many lessons tend to be teacher-directed lacking the appropriate challenge for some learners.
- Internal assessments in social studies are generally linked to the curriculum standards and are used to inform subsequent teaching.

The school's implementation of the UAE Social Studies Programme is **developing**

Innovation in Education

- Students' innovation skills are developing. They demonstrate these skills in a range of lessons as well as in various extra-curricular activities. Creative, reflective and independent learning skills are stronger in the secondary classes.
- Students readily take the initiative in leading extra-curricular activities in school. Student have had considerable success in competitions such as the DEWA Conservation Award, and participate in a range of entrepreneurial activities.
- In the KG and secondary phase, teachers challenge students to explore, investigate and solve problem independently. This is not as consistent in the middle and primary phases.
- The curriculum offers opportunities for the development of innovation skills in some subject areas, and through external initiatives, events and competitions. However, this is not consistent across all subject areas or grades.
- Leaders at all levels, including governors, share a vision and show a clear commitment to the promotion of a culture of innovation. Professional development and research opportunities are provided for some teachers.

The school's promotion of a culture of innovation is developing.

Main inspection report

1. Students' achievements

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good

- Students in all phases make good progress as measured against the lesson objectives. School assessment data indicate that attainment is stronger in the primary and middle phases.
- Most students in primary and secondary made strong connections with the real world and learning in other subjects.
- Although students make errors in the pronunciation of a few Arabic letters, the Holy Qur'an recitation skills are improving in primary and middle due to the weekly practice and guidance by the specialist.

For development

- Support students' ability to make links between the topics they are learning and the Holy Qur'an verses.

		KG	Primary	Middle	Secondary
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Weak
	Progress	Not applicable	Weak ↓	Acceptable	Weak

- Students make weak progress in the primary and secondary phases as measured from their starting points in learning. Students have limited opportunities to practice what they learn.
- Listening is secure across the phases. Students understand day-to-day vocabulary with prompts, such as repetition or gestures. Students are able to read a clear script set in a familiar context but in most cases without understanding.
- Students struggle to engage in simple and genuine conversational activities. Lack of well-planned opportunities hinders further development in speaking and writing skills.

For development

- Provide more opportunities for students to practise speaking and writing skills in meaningful context, and according to how long they have been learning Arabic.

		KG	Primary	Middle	Secondary
English 	Attainment	Good	Acceptable	Acceptable	Very good
	Progress	Good	Acceptable	Good ↑	Very good

- Students' achievements in the KG and secondary phases are better than in other phases, due mainly to variations in the quality of teaching. In the primary and middle phases lessons tend to be over-directed and students are passive learners and not fully engaged.
- Children enter the KG with few English skills and leave school in Grade 12 as confident articulate, fluent English speakers. They demonstrate excellent use of Standard English in a range of situations. A large majority progress on to university education.
- Lesson planning has improved since the last inspection. Almost all teachers share lesson objectives with students and the majority assess students' learning in the plenary. They engage students with a wider variety of activities in lessons.

For development

- Provide a variety of activities and resources in all lessons to meet the different needs of students, in order to challenge the more able and support less able students.
- Closely monitor the on-line reading project, particularly students' lexile scores, to ensure they are reading books at an appropriate level, and raise the profile of reading around the school.

		KG	Primary	Middle	Secondary
Mathematics 	Attainment	Good	Acceptable	Acceptable ↓	Good ↓
	Progress	Good	Good	Good	Very good ↓

- In the KG, the majority of children move quickly from recognising numbers and counting, to addition and subtraction. In the primary phase, most students' skills in number and mental arithmetic are in line with curriculum standards. In the middle phase, students adequately apply their knowledge and understanding of mathematics to new learning contexts and other areas of the curriculum.
- Most secondary students make better than expected progress in their conceptual understanding and in calculations, and can extract and analyse information and justify their conclusions.
- In both the primary and middle phases, students use some strategies to solve problems and draw conclusions, but this is underdeveloped. Secondary phase students have insufficient opportunities to develop competency in investigating mathematics and reasoning.

For development

- In the primary phase, improve students' skills in mental arithmetic and extend the range of strategies for solving problems.
- In the middle phase, develop students' ability to make connections with other areas of learning.

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

- Children in the KG, middle and secondary phases make better progress as compared to the primary phase. Students' attainment in the primary and middle phases meets curriculum expectations but not international standards.
- Students perform better in life sciences and are more familiar with knowledge-based questions than application and reasoning. Their understanding of concepts is limited because they are not exposed to critical thinking as a part of the learning process. This restricts their overall attainment and progress in understanding science concepts.
- The school carries out a gap analysis to track students' progress in scientific skills. This is helping to improve planning and meet their needs better. Students are also becoming more familiar with the requirements of external assessments.

For development

- Improve planning for the development of scientific skills from the KG upwards.

	KG	Primary	Middle	Secondary
Learning Skills	Good	Acceptable	Acceptable	Good

- Students are more engaged in their learning in the lowest and highest phases. In the KG and secondary phases students frequently take responsibility for their own learning. Primary and middle phase students are often passive as a result of lessons being overly directed by teachers.
- Students' interactions, and collaboration skills are stronger than other skills. In the KG children know how to share, to take turns and help each other. In the secondary phase, students support each other in group research and presentations.
- Communication skills are strong in all phases and subjects except for Arabic. Students have increased opportunities to develop both formal and informal speaking skills in assemblies, debates, lessons and other activities.

For development

- Enable access to technologies, such as computers and tablets, both within classrooms and around the school, to help students develop their IT skills and carry out research independently.

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

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

- Students across all phases are usually well behaved and demonstrate healthy attitudes. They are sensitive to others' needs, help each other and so contribute to a healthy and positive learning environment. Children in the KG are also well mannered and behave well.
- Students' positive and responsible attitudes, and their enthusiasm to come to school regularly and punctually, reflect their strong work ethic. However, some poorly-managed classes in the primary phase leads to indiscipline on occasions, preventing some students from making more rapid progress with their learning.
- Older students help in managing younger classes and supervising supervising students during transitions and breaks. Innovative systems for students to evaluate their own behaviour contribute to the strengthening of their sense of personal responsibility.

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

- Students have a clear understanding and appreciation of the values and principles of Islam, particularly in the middle and secondary phases. The Islamic and Arabic clubs successfully promote Islamic values and culture across the school.
- Students, particularly those in the middle and secondary phases, show a strong understanding of Emirati culture and are able to describe life in the UAE in the past. Those in the secondary phase speak enthusiastically about the UAE's National Day and the UAE Week celebrations.
- Students demonstrate a strong understanding of their own culture. They show respect to other nationalities and religions in the school. Understanding of wider world cultures is more limited, especially in the lower phases.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Good	Good	Good	Outstanding

- Students are well aware of their roles in the local and the wider communities. The student council makes significant contributions to the school. They take leading roles in many projects such as a community outreach programme, autism awareness volunteer programmes, and a Ramadan charity drive.
- Most students have a positive work ethic. They understand the requirements needed to achieve their academic and career goals. Secondary students showcase their very strong enterprise skills through a range of activities such as the Dubai Customs-'Intellectual-Property Right' project 'Mawthuq'.
- Students demonstrate a secure understanding of environmental sustainability. They participate in a range of activities such as 'Clean up the World', the can collection campaign, and Dewa Conservation Award. However, they do not routinely take the initiative in promoting environmental awareness across the school.

For development

- Raise awareness of understanding wider world cultures.
- Empower students to initiate projects related to environmental sustainability.

3. Teaching and assessment

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

- Teachers in the KG provide purposeful, practical and relevant experiences for children. Consequently, children become independent, active and collaborative learners, often with no adult direction. They follow and extend their own interests with enthusiasm, energy and concentration.
- In the secondary phase, subject specialists enthuse students with their passion and love of their subject. They encourage students to pursue their own research, and to question and analyse interpretations. In primary and middle school, teaching is often directed, didactic and controlled, which means students are frequently passive learners.
- The school has effectively introduced a lesson plan format which is used by almost all teachers. They share lesson objectives with students to set clear expectations. Stronger teachers use lesson objectives to assess what students have learnt and to identify next steps in learning.

	KG	Primary	Middle	Secondary
Assessment	Good ↑	Acceptable	Acceptable	Good ↑

- Assessment is stronger the KG where teachers identify what children understand and are able to do and set tasks to develop further. Similarly, secondary teachers utilise the information gathered from multiple sources of data to identify strengths and gaps in students' attainment. The use of assessment to plan day-to-day lessons is inconsistent in the other phases.
- Self- and peer-assessment is a stronger feature in the secondary phase, enabling students to make informed decisions about their achievements. Appropriate benchmarking enables staff to compare the academic outcomes of students with that of students internationally in English, mathematics and science, but not in Arabic.
- Throughout the school, there is a common approach to assessment, which enables staff to monitor how students are progressing. However, the system is new this academic year and is still developing.
- Whilst the school has made use of a range of assessment data and introduced international assessments, they have not led to significant improvements in students' outcomes in all phases.

For development

- All teachers should use assessment information to provide activities and resources which meet the different needs of individuals and groups of students, including the higher attaining students and those who need additional support.

4. Curriculum

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

- Across all phases, the curriculum is balanced and has a clear rationale. The school offers a range of appropriate choices at all levels. The curriculum is planned well to prepare students for the next phase of education.
- The school regularly reviews and updates the curriculum to help students meet the national and international standards. The broad range of curricular choices helps students develop their talents, interests and aspirations. Teachers attempt to make cross-curricular links but these are often spontaneous, rather than planned systemically.
- The school includes some new topics and skills into the curriculum, and provides students with the typical format of assessment questions, in order to help students perform better in the external international examinations.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good ↑	Acceptable	Acceptable	Acceptable

- In the KG, the curriculum and teaching strategies are consistently adapted to help meet children's learning needs and match to their stage of development.
- In other phases, the school has made adjustments to fill curriculum gaps identified by National Agenda testing. Although some curriculum plans include ideas for challenging the more able and supporting students who need additional help, these are rarely implemented in lessons.
- Teachers have had training in adapting their teaching to meet the needs of students with special educational needs or disabilities (SEND) and those who are gifted and talented, but many lack the skills needed to adapt the curriculum accordingly during lessons.

For development

- Develop teachers' skills in making meaningful cross-curricular links and in adapting the curriculum to meet students differing needs.

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

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

- The school has rigorous procedures to ensure students' physical safety and emotional wellbeing. Senior students are involved in mentoring younger children about their own welfare. Child protection arrangements are well established and effective.
- Regular risk assessments, completed by an external agency, ensure that students are supervised in safe environments. Buildings are in reasonable condition and the physical environment is inclusive and accessible for most, but not all students.
- The school successfully promotes a healthy lifestyle through a variety of ways, including newsletters, recipe books, participation in Health Week, research and presentations. Shading from the sun in the outdoor environment is limited.

	KG	Primary	Middle	Secondary
Care and support	Good ↑	Good ↑	Good ↑	Good ↑

- The overall ethos of the school is inclusive and supportive, and relationships are positive and trusting.
- The school's system for monitoring attendance is effective and classes start punctually.
- The career guidance programme has been enhanced, providing students in higher grades with opportunities to take aptitude tests and receive advice on possible further education pathways and careers.

For development

- To increase the size of the shaded area to provide more protection from the sun.
- Consideration needs to be given as to how students with a physical disability can be accommodated.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- A Governor for Inclusive Education and a Champion for Inclusive Education have been designated, and they work with the qualified, experienced and knowledgeable learning support team.
- Identification is prompt, thorough and generally accurate, leading to a 3-tier system of provision that includes monitoring, in-class interventions, and support during specialised withdrawal sessions
- Parents are pleased with the school's inclusive ethos and support for their children. They are kept well-informed, and are involved in creating and adjusting individual education plans.
- The learning support team provides close support for teachers, helping them to understand the needs of each student. However, not all modifications to the curriculum are consistently implemented.
- In the best lessons, teachers support students to make good or better progress although this is not consistent across all lessons and limits students' achievement.

For development

- Implement planned modifications consistently.
- Use examples of good practice as models to help all teachers become more skilful in supporting students to make good progress.

6. Leadership and management

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

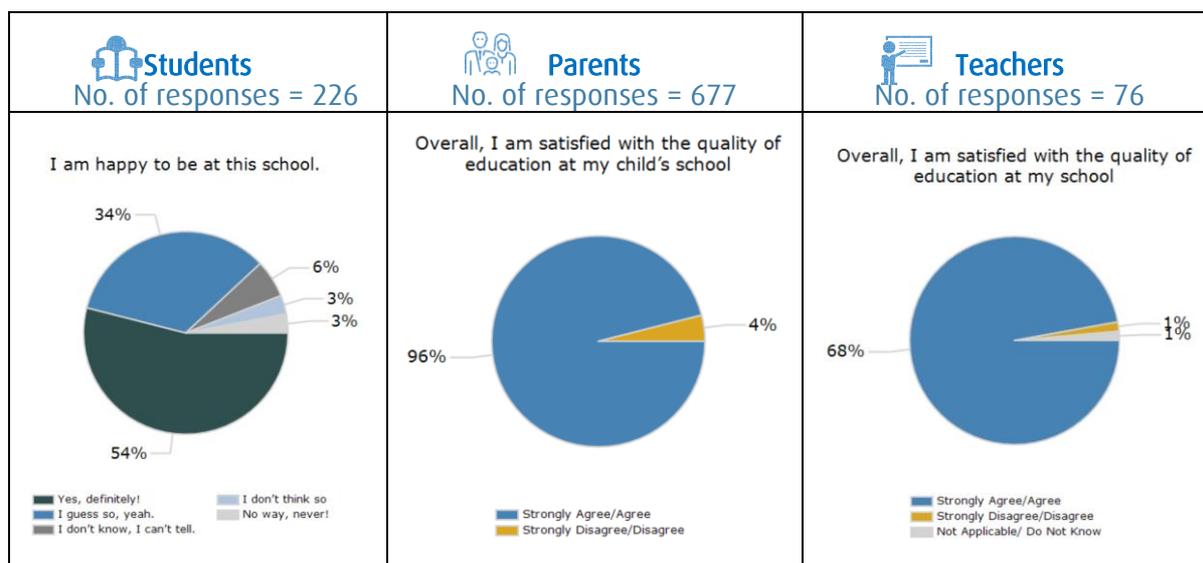
- Under the direction of the principal, leaders work hard in pursuit of national priorities. Morale in the school is high. There is strong commitment to inclusion. Staff are encouraged to contribute to the continuing development of the well-established learning community. The positive impact of the leadership is evident in improvements in assessment, health and safety, and care and support.
- Systems for monitoring the quality of teaching and students' achievement have improved significantly, although internal judgements about the quality of teaching are not always accurate. Nevertheless, leaders are aware of what needs to be done to improve and produce well-focused development plans. Recommendations from the previous report are being pursued with vigour and with some success, including the governing board's ability to hold leaders accountable.
- Parents are kept very well informed and appreciate the ease of communication. Detailed reports and consultation days provide useful feedback on their children's academic achievement and personal development. Parents are successfully encouraged to be partners in their children's education. Extensive links with the local and wider communities, including charities and organisations such as DEWA, provide valuable learning experiences for students.
- The governing board plays a pro-active role in supporting the school. Parents are consulted about initiatives. Student leaders occasionally attend board meetings. Membership of the board has been increased to extend the range of expertise and experience. Board members are well-aware of the school's strengths and current priorities, and where the school needs to improve.
- The school runs smoothly and efficiently. Students benefit from well-established routines. Staffing is adequate, although the relatively high turnover somewhat constrains continuity and cohesion, and means training needs to be repeated frequently to keep everyone up to date. The premises and resources are adequate, but classrooms are not entirely suitable for planned teaching strategies. Limited access to modern technology constrains students' day-to-day learning.

For development

- Refine the monitoring of teaching by routinely taking account of the progress students make during lessons.
- Take steps to reduce staff turnover and improve resources.
- Seek ways of using the premises more flexibly and effectively, taking advantage of all the available space, and increase students' day-to-day access to modern technology.

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.



 Students	<p>The student survey was not analysed due to technical issues. A few students made written comments. These varied considerably, but a common theme was their view that inspections would provide a more accurate picture if they were carried without notice.</p>
 Parents	<p>Parents' views about all aspects of the school are overwhelmingly positive. They hold the school in high regard and are pleased with the information they receive through various channels. Parents have every confidence that their children are well cared for and kept safe. The inspection found that these views are an accurate reflection of the school's very good partnership with parents.</p>
 Teachers	<p>Almost all the teachers who completed the survey were very positive. Only one written comment was received.</p>

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