



المعرفة
Knowledge



GULF MODEL SCHOOL

INDIAN CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



ACCEPTABLE

WELLBEING



ACCEPTABLE

NATIONAL AGENDA PARAMETER



WEAK



























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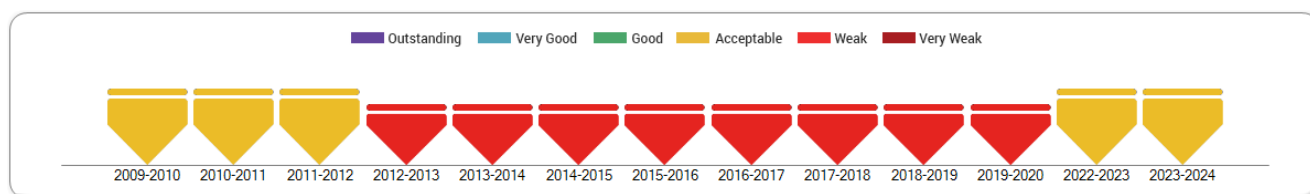
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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Al Muhaisnah 4
	 Opening year of school	1982
	 Website	www.gmsdubai.ae
	 Telephone	97142544222
	 Principal	Ms. Dimpy Choudhary
	 Principal - date appointed	6/1/2023
	 Language of instruction	English
 STUDENTS	 Inspection dates	25 to 29 September 2023
	 Gender of students	Boys and girls
	 Age range	4-18
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	4150
	 Number of Emirati students	0
	 Number of students of determination	98
 TEACHERS	 Largest nationality group of students	Indian
	 Number of teachers	201
	 Largest nationality group of teachers	INDIAN
	 Number of teaching assistants	21
 CURRICULUM	 Number of guidance counsellors	1
	 curriculum	Indian
	 External Curriculum Examinations	CBSE
	 Accreditation	CBSE

School Journey for GULF MODEL SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024



The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

Students Outcomes

- Students' achievements across all subjects and phases are broadly in line with curriculum expectations. However, in English in Secondary and in science in Primary, students' attainment and progress are good. The children's learning skills are also good in the Kindergarten (KG). Students' learning skills in the Primary, Middle and Secondary remain acceptable.
- Primary school students' attitudes and behaviour have improved to very good. They remain good in the KG and very good in Middle and Secondary. Students have a good understanding of their own, and Emirati cultures, in most phases, but students in Secondary show a stronger awareness. Environmental knowledge and, skills for innovation, are now secure across the school.

Provision For learners

- The quality of teaching is acceptable across the school, although it is stronger in some subjects in upper Primary and in Secondary. The school's assessment policies and procedures are in place, but their effectiveness is inconsistent across different subjects and classes. Teachers' use of available assessment information to meet the learning needs of all groups of students is underdeveloped.
- The school's curriculum has clear continuity and progression across subjects and phases. It is compliant with requirements of CBSE. However, it is still focused more on knowledge rather than skills. The curriculum provides students with clear links to the UAE's culture, but adaptations to meet the needs of different groups of students, including students of determination, are underdeveloped.
- The school's learning environment is safe and secure, with students supervised at all times. Positive and respectful relationships exist between teaching staff and students. The school's systems for promoting attendance are effective. The guidance provided for older students on further education and career pathways has also improved. The quality of support to optimise progress by all student groups in lessons is still underdeveloped.

Leadership and management

- The newly appointed principal and her senior leaders are committed to school improvement and are creating strong working relationships within the school community. Parents are supportive and feel welcome to the school, which creates a positive atmosphere. The governing body is representative of all stakeholders and is holding leaders accountable for students' achievements.



Highlights of the school:

- Students' very good personal and social development
- Students' very strong understanding of Emirati and their own cultures and traditions
- The school's ethos and its leaders' commitments towards the school
- Students' good achievements in science in Primary and in English in Secondary

Key recommendations:

- Accelerate students' progress in all subjects by raising teachers' expectations and providing consistent opportunities for independent and collaborative learning.
- Improve the quality of teaching across the school by:
 - adjusting teaching strategies to meet the needs of different groups of students, including students of determination and
 - promoting and modelling best practices in teaching.
- Improve the analysis of the school's assessment information and ensure that teachers use it more effectively to meet the learning needs of different groups of students.
- Provide teachers and school leaders with the required professional development to create a whole school reading programme which enhances learning.











OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 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	Acceptable	Acceptable	Acceptable
 English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Good	Acceptable	Acceptable
	Progress	Acceptable	Good	Acceptable	Acceptable

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable	Acceptable	Acceptable

02 Students' personal and social development, and their innovation skills

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

03 Teaching and assessment

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

04 Curriculum

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

05 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	Acceptable	Acceptable	Acceptable	Acceptable

06 Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Focus Areas

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Not met
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- The school does not yet meet the registration requirements for the standardised literacy assessment.

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Not applicable

- The school's PIRLS test results improved from its 2016 score of 512 to 541 in the 2021 PIRLS assessment. On average, across English and science students sustained an acceptable judgement in benchmark assessments over two years although attainment in mathematics significantly improved over the same time period.

C. Leadership: International and Emirati Achievement	Acceptable
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- Key leaders understand how the subject skills and content align to the proficiency and international benchmark levels. However, they struggle to identify and apply curriculum adaptations to identified gaps in the benchmark reports. Teachers seldom make adaptations to the curriculum based on the general trends in data information.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Weak	Not applicable

- The integration of literacy across all subjects is encouraged, with a concerted effort on vocabulary enhancement and in-class reading. However, there's a lack of consistency in teachers' grasp of students' English reading literacy requirements. The absence of a robust, standardised assessment system also means that leaders lack dependable data on student reading levels and progress, posing challenges to effectively track and support literacy development.

Overall, school standards in the National Agenda Parameter are Weak.

For Development:

- Immediately implement a standardised reading literacy assessment than meets the KHDA requirements.
- Ensure that leaders regularly review teachers' knowledge of students' reading literacy skills and the impact of their planning to improve English reading literacy in their respective subjects

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at an acceptable level.

- Leaders show a strong commitment to ensuring the wellbeing of the school community through a caring and focused environment. Their thoughtful and innovative plan is beginning to be reflected in practice. The use of surveys of all stakeholders in determining priorities is developing well. Leaders and governors recognise the effects that a high turnover of teaching staff has had on students' outcomes and view reducing this as an immediate priority for improvement.
- Staff members show genuine care and concern for students' wellbeing. Students value the access to support if they have any personal concerns or unmet needs. Programmes to support teachers' physical and mental health are developing well. Access to targeted professional development and coaching to enhance knowledge and skills is still underdeveloped. The engagement and involvement of parents in driving the wellbeing agenda are improving. Parents are responsive to working with the school if there are any concerns raised affecting students' wellbeing.
- The implementation of the wellbeing curriculum is developing through purposeful assemblies, special events and extra-curricular activities. Students are keenly aware of keeping safe and in adopting a healthy lifestyle. Surveys and discussions with students indicate that they do feel safe, valued and cared for. Nurturing and vibrant classrooms, wherein students are enabled to flourish and achieve their best, are yet to be fully embedded across all subjects and phases.

For Development:

- Provide targeted professional development and coaching for teachers to equip them with the required knowledge, understanding and skills to accelerate students' progress.
- Ensure that all teachers are committed to the wellbeing agenda and to providing environments wherein students can flourish and achieve well.

UAE social studies and Moral Education

- The school provides two lessons per week for MSC and UAE social studies for Middle and Secondary students. Lessons are presented in English using the UAE MoE textbooks and following its curriculum. Teachers plan activities such as, debates, discussions and role plays, which are integral parts of lessons.
- Teachers enhance the curriculum concepts. An integrated approach to these subjects promotes students' understanding of the UAE's culture and the world, as well as their respect for other cultures.

Arabic in Early Years

- In the KG the school offers Arabic, as an additional language, with one lesson per week for 30 minutes. The school follows a simplified version of the MoE curriculum, which prepares children for a smooth transition to Primary. The one teacher for KG children provides them with some activities to enhance their learning of Arabic. However, these activities do not always differentiate between groups of children with different abilities and needs. There is not a systematic assessment of learning. Rather, there is feedback provided by the teacher to the children.





Main Inspection Report

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- In all phases, students show knowledge and understanding of Islamic Education and its values that are compatible with the expected curriculum levels. Secondary students show a deeper understanding and girls are making better progress than boys.
- Holy Qur'anic recitation skills vary between grades, due to weaknesses in students' Arabic language skills. Memorisation skills are still the below the expected levels among almost all students. However, students' skills of reference are strong and developing well, especially in Middle and Secondary.
- Raising expectations of students' achievement and enhancing the learning environment in Secondary has increased the efficiency of collaborative learning. The ineffective use of notebooks to develop critical thinking skills is limiting students' progress.

For Development:

- Plan lessons based on accurate data from ongoing assessments.
- Provide students with activities that encourage the regular use of their notebooks.
- Build carefully selected, guiding questions that encourage students to think more critically.

ARABIC AS AN ADDITIONAL LANGUAGE

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Students' achievements are acceptable across all phases. The linguistic skills of students in Primary are stronger than elsewhere in the school. Overall, girls' make more rapid progress than boys in Middle and Secondary.
- Most students are beginning to express themselves more fluently, although this is still a developing feature of learning. Students still lack the confidence to use language in contexts that reflect their full understanding. Students' writing skills are emerging. They can read simple sentences but find the analysis of texts more challenging.
- Grouping students based on their number of years of study and including their levels of achievement has had a positive effect on tracking student progress. Inaccurate planning of lessons based on this grouping is limiting students' progress, especially in the skills of speaking and of writing.

For Development:

- Improve students' speaking and writing skills by:
- preparing classroom activities that are compatible with students learning Arabic, as an additional language, and focusing on communication skills, and
- enhancing the learning environment by providing students with opportunities to use the language in multiple contexts.

ENGLISH

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

- Across the school, students demonstrate well-developed speaking and literacy skills. In the KG, children establish strong listening and speaking skills. However, the firm foundations in early reading and writing skills are developing more slowly.
- Primary students' speaking and listening skills are sound, and their writing is developing well. Students are generally adept at applying their knowledge of spelling, punctuation and grammar in their written work. They are less confident, however, when writing creatively. Reading comprehension skills are improving.
- Students in Secondary engage confidently with challenging reading materials, exploring literary and structural features. Their writing skills and their use of a wider range of literary types, including poetry, script and story writing, are still emerging.

For Development:

- Extend opportunities for students to practice their writing skills across a wider range of literary types, including poetry, script and story writing.
- Provide more opportunities for students to engage in the critical analyses of texts.

MATHEMATICS

	KG	Primary	Middle	Secondary
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- As evidenced in lessons and in their recent work, most students attain the curriculum standards and make progress in line with expectations. Girls' progress is slightly better than that of the boys.
- In the KG, children learn to add, subtract and use correct mathematical symbols. In Primary and Middle, students are developing a range of numeracy skills. They calculate carefully and explain what they do. In Secondary students develop strong analytical and reasoning skills, especially in the upper grades.
- Students are increasingly confident in mental calculations, manipulating numbers and predicting the outcomes of mathematical problems. Problem-solving and reasoning skills are developing, but critical thinking, research and enquiry remain areas for further improvement.

For Development:

- Adapt mathematical teaching strategies to provide students with modified success criteria which meets the range of learning needs.

SCIENCE

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

- The evaluation of internal and external assessment evidence, classroom observations and work scrutiny, indicate that students' achievement across the school are in line with curriculum expectations. In Primary students are exceeding expectations and this is due largely to the regular opportunities to engage in investigative science.
- In the KG, children are able to apply their critical and creative thinking when learning. Too often, teachers' expectations are not high enough to enable children to make better than expected progress. The progressive development of senior students' knowledge is strong.
- The limitation of students' further development of scientific skills, of hypothesising, problem-solving and application, is restricting attainment levels. While the school has targeted the improvement of these skills, only a few developments are evident.

For Development:

- Analyse the benchmark assessment information more thoroughly to identify gaps in students' knowledge, skills and understanding, and make interventions so they make rapid progress.

LEARNING SKILLS

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable	Acceptable	Acceptable

- Across all phases, students are definitely engaged, motivated and keen to learn. Commencing in the KG, children increasingly take responsibility for learning. By Secondary students' skills enable them to study more demanding courses and topics. Students are actively involved and show diligence, and commitment.
- Opportunities for effective group work, collaboration, enquiry and the development of critical thinking skills are uneven and too teacher dependent. When lessons are well-planned, students are actively engaged and committed.
- Across the school, technology is not utilised well, thereby constraining students' ability to conduct research, find answers, explore topics and draw conclusions independently.

For Development:

- Provide opportunities for students to use technology to support their learning, enabling them to make connections with the outside world and increase their knowledge and understanding of the world around them.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

- Students personal development is a strength of the school, reflecting its ethos. Students have a highly developed sense of responsibility and demonstrate very mature attitudes towards school life and their studies. They are proactive learners, and most are resilient and confident contributors to classroom and school activities.
- Students' behaviour across the school is exemplary. They are always self-disciplined, courteous and well-mannered. They show genuine concern and empathy towards the needs of others. Relationships are very respectful and supportive.
- Students participate enthusiastically in physical education lessons and within the extensive range of extra-curricular activities. They demonstrate a secure understanding of what constitutes a healthy lifestyle. The rates of attendance are good and punctuality to school and lessons is strong.

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

- Students express their understanding of Islamic values very well, displaying them in school activities. They show respect for Islam by participating in activities such as, group Iftar during Ramadan and charity donations. Student Council members drive these activities and initiatives.
- All students show a strong understanding and appreciation of the heritage of the UAE by being appreciative of the country's geography, population and the characteristics that make it unique. Events are organised to commemorate Emirati heritage, including the celebration of National and Flag Days and International Day.
- Students reflect a good understanding of diversity and the importance of different cultures. Secondary students show a stronger depth of understanding through their analysis of its cultural diversity.

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

- Students have a good overall work ethic, and many take on a wide range of leadership roles. They demonstrate care and consideration for others. They value their involvement when contributing to the local community through events such as, charity fundraising.
- Student-led initiatives lead to change and have positive effects upon the school. These can be seen in new areas; for instance, in sporting activities and displays around the school on topics that are of importance to students.
- Kindergarten and Primary school students have increased their understanding of environmental sustainability. As 'Eco Committee' members they contribute actively to the conservation of energy and water within the school. Older students have a good knowledge of global sustainability and how this relates to similar issues in the UAE

For Development:

- Provide students with more opportunities to volunteer for improving the wider environment beyond the school.

03 TEACHING AND ASSESSMENT

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

- Teachers are able to create positive classroom environments with well-established routines that support learning. However, learning objectives in lessons are not always in identifying success criteria that enable students to understand what they are expected to achieve.
- Most lesson plans include differentiated learning tasks, resulting in insufficient challenge to some groups of students. An over dependency on work sheets, low expectations by some teachers, and the slower pacing in lessons is constraining students' progress.
- Questioning by teachers varies in quality, with some examples of effective open questioning which challenges students thinking. However, too many classroom activities are focused on more close-ended questioning which prevents the development of students' critical thinking and problem-solving skills.

	KG	Primary	Middle	Secondary
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The school analyses internal and external data information but does not use the evidence effectively to identify gaps in students' learning. This in turn means that whole subject interventions to support learning are rare. The tracking of students' progress is variable.
- Assessment data are used unevenly by teachers in phases and subjects to plan lessons and to modify teaching strategies. Students are not always provided with the appropriate support or challenge that allows them to make more rapid progress.
- The marking of student's work is also variable across the subjects and grades. It often lacks detail and specific advice on the next steps that a student needs to take. Peer-and-self-assessments are starting to be used to support learning.

For Development:

- Improve the analyses of all assessment information and the monitoring of student's progress.
- Support teachers in using assessment information more skilfully to inform teaching and to adapt the curriculum to meet the learning needs of all students.
- Improve the marking of students' written work so that they know how to improve their work further.

04 CURRICULUM

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

- In the KG the curriculum is being developed to provide opportunities for exploration and independence. The Primary curriculum meets the requirements of the CBSE. In other phases it provides opportunities for most students to achieve their personal and academic goals.
- The school's curriculum provides students with a reasonable range of extra-curricular activities, such as, 'budding advertisers', poem recitation, storytelling, script writing and elocution. Some cross-curricular links are planned but their implementation does not always support students' learning.
- The school conducts generic reviews of the curriculum to ensure that its provision in most subjects meets students' academic and personal needs. However, these reviews use only a limited range of assessment information for this process.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The school's adaptation of the curriculum is evident in only some lessons. Although teachers plan to meet students' needs, their implementation in lessons is not always as effective as it could be.
- The curriculum engages most students. Extra-curricular activities concentrate predominantly on developing students' academic and cultural performances. There are too few opportunities for students to follow their own interests or to be innovative and enterprising in their thinking and actions.
- Links to the UAE's heritage, culture and traditions are fostered through special assemblies and in displays and events that celebrate the achievements of the UAE. Educational visits to places of note enable students to acquire deeper understanding of the local culture and traditions.

For Development:

- Ensure that all internal and external assessment information are used more effectively in reviewing and developing the curriculum across all subjects and phases.
- Support teachers in modifying the curriculum more skilfully to meet the needs of different groups of students.

05 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

- Child protection and safeguarding procedures are thorough and ensure the safety of students. They are supported through the implementation of robust welfare, health, and safety policies, including online safety. All teaching staff are aware of the school's developing child protection arrangements and receive regular training about it.
- The campus is maintained to a good standard and any issues raised are dealt with in a timely manner by the maintenance team. Facilities are accessible, with ramp access into buildings. Well-established routines for the bus transportation help to ensure safe travel arrangements.
- The medical staff carefully monitor students' individual health needs and keeps detailed records. The school encourages all students to adopt healthy lifestyles. This belief is integrated into the curriculum and promoted through extra-curricular activities.

	KG	Primary	Middle	Secondary
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Positive and respectful relationships between teachers and students in all phases enable them to enjoy school, feel safe and well-cared for. Students respond well to their teachers. Strong pastoral support and effective behaviour management ensure high standards of behaviour and attitudes to learning.
- Appropriate systems are in place to identify students of determination and plan intervention programmes. Specialist teachers provide carefully matched tasks and support in withdrawal classes. However, the quality of curriculum differentiation and support in lessons is variable. Systems for promoting regular attendance are effective.
- Guidance for older students on education and career pathways has improved. While students with gifts and talents are given opportunities to excel, challenge and support for them in academic lessons are underdeveloped.

For Development:

- Refine the school's child protection and safeguarding procedures and policies and ensure that they are understood by all members of the school community.
- Provide appropriate challenge and support for students with gifts and talents across all subjects and phases to enable them to excel.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Acceptable
<ul style="list-style-type: none"> Leaders promote an inclusive ethos and are showing strong commitment to improving the provision. Specialist teachers work hard to implement intervention programmes but have limited time available for monitoring the quality of support in lessons. Baseline assessments and observations ensure that children are monitored from an early stage. The procedures for identifying students' main barriers to learning are effective. However, learning plans require further improvement to provide greater clarity on learning goals and strategies for teaching and learning. Parents are fully involved in the development of support plans and review meetings. They value the caring and inclusive ethos in the school and the informative reports on their children's progress. Guidance for parents to support their children's learning at home is improving. Students benefit from additional sessions with specialist teachers who plan modified tasks and support that build on prior learning. The quality of curriculum differentiation and support in lessons is still too varied however, and dependent on the skills and expertise of a few teachers. The development of robust systems to track students' progress against goals is in the early stages of implementation. Students develop their personal and social skills well, benefitting from the high-quality care and guidance. However, progress in lessons is still inconsistent. 	
For Development: <ul style="list-style-type: none"> Provide focused professional development for teachers to enable them to deliver suitably differentiated tasks and support in lessons and to evaluate students' progress more accurately. 	



06 LEADERSHIP AND MANAGEMENT

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

- The newly appointed principal is very determined to improve the school even further. Senior leaders are committed to its development. Together they have set the direction of the school and the priorities to enhance students' learning. This is leading to maintaining students' current academic outcomes and strengthening their personal and social skills. Stronger and more effective relationships across the staff are now evident, along with clearer lines of accountability for improving student achievement.
- All leaders have made sound progress at addressing some of the previous inspection report's recommendations. They are monitoring the quality of teaching and learning across subjects, and phases, more effectively. However, their understanding of how to track students' progress from different sources of evidence varies. Furthermore, the school's improvement plan, and the analyses and interpretation of internal and external assessment information is only just developing.
- Parents are supportive of the school. The parents' council shares their views with the school's governors and leaders in a timely manner. The school informs parents about their children's achievements by means of regular reports, meetings and a reasonable range of communication channels. Parents feel welcomed in the school and their concerns are mostly addressed. However, the school's partnerships, and links with the national and international communities, are underdeveloped.
- The school's governing board is representative of its stakeholders. The board is committed to improving the school and takes stakeholders' views into account when making decisions. They ensure that students are registered for the international assessment cycles and hold leaders accountable for improving students' achievements. However, governors are yet to ensure that the school meets the registration requirement for the standardised literacy assessment.
- The daily life of the school is managed adequately. Its procedures run smoothly and effectively. Leaders and the administrative and support staff are working actively to assist in the running of the school. Most of the teachers are appropriately qualified. The premises are adequately maintained and provide a clean and safe learning environment. Learning resources in the majority of classes are too worksheet focused, which often fails to stimulate students' learning. The professional development of teachers is in its early stages of implementation and effectiveness.

For Development:

- Ensure that all school leaders understand how to measure and interpret assessment information and track students' progress.
- Strengthen the school's partnership with national and international communities.
- Enhance the school's learning resources.
- Ensure that the school meets the registration requirement for the standardised literacy assessment.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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 QA.Schools@khda.gov.ae