



National Agenda



Early Years



Special
Educational Needs



Innovation

Inspection Report 2015-2016

Gulf Model School

Curriculum: CBSE

Overall rating: Weak

Read more about the school



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‘Do we have to
stand still to
avoid the risk
of falling...?
...I have encountered
several challenges.
But I never bowed
to them’



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Al Muhaisnah
Type of school	Private
Opening year of school	1979
Website	None
Telephone	04-254-4222
Address	PO Box 13683 Muhaisnah
Principal	Mrs. Molly Rajan
Language of instruction	English
Inspection dates	19 to 22 October 2015

Students



Gender of students	Boys and girls
Age range	3-18 years
Grades or year groups	Kindergarten 1 to Grade 12
Number of students on roll	2,685
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	0
Largest nationality group of students	Indian

Teachers / Support staff



Number of teachers	119
Largest nationality group of teachers	Indian
Number of teaching assistants	2
Teacher-student ratio	1:22
Number of guidance counsellors	1
Teacher turnover	34%

Curriculum



Educational permit / License	Indian
Main curriculum	CBSE / Kerala Board
External tests and examinations	CBSE, Kerala Board
Accreditation	NA
National Agenda benchmark tests	IBT

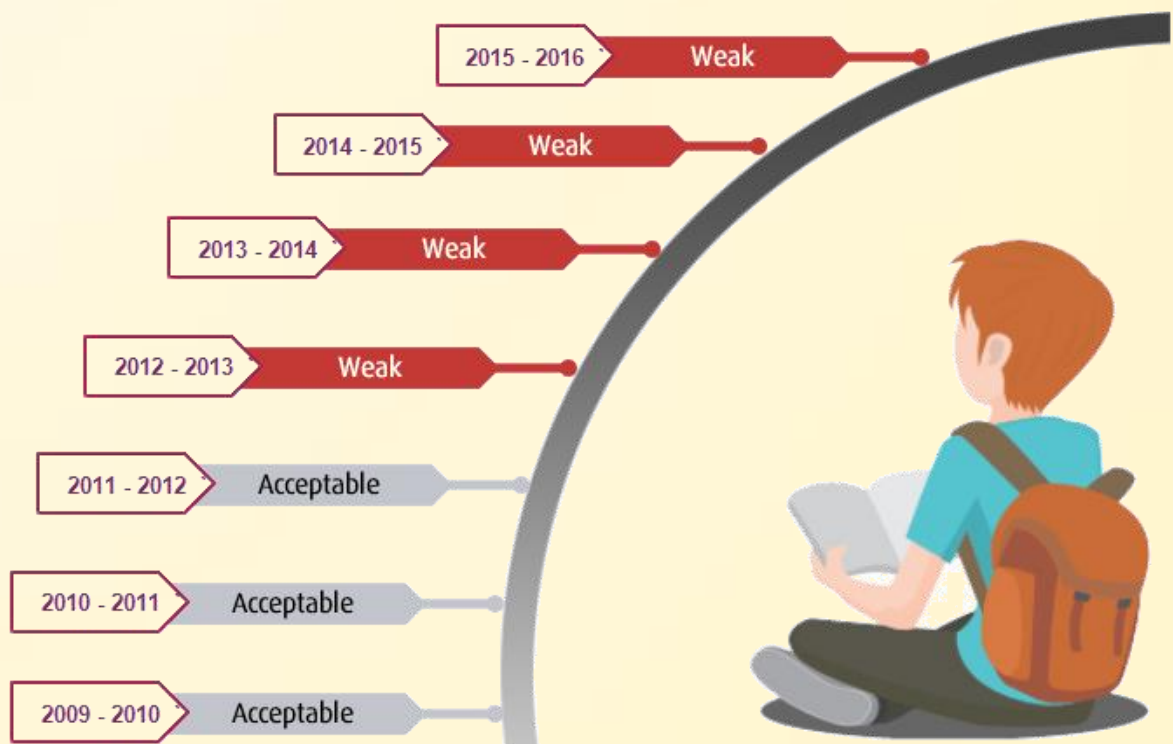


Summary for parents and the community

Gulf Model School was inspected by DSIB from 19 to 22 October 2015. The overall quality of education provided by the school was found to be **weak**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

The Gulf Model school performed to a **weak** standard overall.

- The attainment and progress of students in Islamic education was acceptable across all phases. However, their attainment and progress in learning Arabic as an additional language was weak in the Middle and High phases, but acceptable in the Primary phase. In English and mathematics, attainment across all phases was weak. Progress was also weak, except in Middle and High school English and in High school mathematics where it was acceptable. In science in the Kindergarten phase, children's attainment and progress were both weak. However, in the upper phases both attainment and progress were acceptable. Students' development of learning skills was weak in the Kindergarten and Primary phases and acceptable in the Middle and High school phases.
- Judgements for students' personal and social development were generally acceptable. Exceptions were students' personal development, which was good in the Middle and High school phases, and students' social responsibility and innovation which were weak in the Kindergarten and Primary phases.
- The quality of teaching was acceptable in the Middle and High phases but weak in the Kindergarten and Primary phases. The quality of assessment of students' learning was weak across all phases.
- The design and implementation of the curriculum was weak in the Kindergarten and Primary phases, and acceptable in the Middle and High phases. However, curriculum adaptation was weak across all phases.
- The provision for health and safety was acceptable across all phases; however, the quality of support was weak across the school.
- The leadership, self-evaluation, governance, management, staffing, resources and facilities were all weak. However, the school's partnerships with parents and the community were acceptable.



What did the school do well?

- Students across all phases were aspirational. They had responsible attitudes toward their work and positive working relationships with their peers.
- Parents spoke highly of the school and its regular communication about their children's progress.



What does the school need to do next?

- Improve school leadership at all levels by employing suitably qualified and experienced leaders who are capable of making the changes identified throughout this inspection report.
- Improve the progress of students with special educational needs and disabilities (SEND) by: developing more rigorous identification systems; and, by better matching tasks to students' learning abilities.
- Improve the quality of teaching and learning, particularly in the Kindergarten and Primary phases, by improving teachers' awareness of good teaching practices and ensuring that these are implemented.
- Ensure that all teachers better analyse assessment data and use it to modify their teaching and the curriculum.
- Improve governance by broadening stakeholder representation and adequately training board members so that they more effectively influence the school's performance and hold school leaders to account for improved learning outcomes.



How well did the school provide for students with special educational needs and disabilities?

- The school was beginning to show concern for the students with special educational needs and disabilities (SEND). However, most teachers were only beginning to realise how to improve the learning of those students' with SEND. Students with SEND did not receive the help they required.
- The process of identifying students with SEND was not consistent across the school. Not all teachers understood or could identify special educational needs and disabilities by category.
- Parents of students with SEND were positive about the care and attention their children received and enjoyed the regular communication with the SEND coordinator. Parents seldom took part in the construction of their children's individual education plans (IEPs).
- Students with SEND did not have appropriate classroom accommodations provided. There was little opportunity for them to make appropriate progress or connect learning to real life activities.
- The tracking of student's progress was varied. Insufficient reliable and valid information was recorded, analysed or acted upon.

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 intent 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. This academic year, KHDA introduced 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.

Main points:

- The school did not fully meet the registration requirements of the National Agenda Parameter.
- The attainment data was not sufficient to make a full judgement on the progress towards the National Agenda targets.
- Raising the awareness and understanding of the National Agenda and its targets, amongst stakeholders had not been a priority.
- Senior leaders had made limited modifications to the curriculum. The school had not used assessment information to adjust teaching.
- Teachers' subject knowledge was weak, particularly in the Primary phase. Teachers generally had low expectations of their students. Lessons were mainly 'question and answer' sessions, with students responding only when asked to.
- Students had very limited opportunities to carry out investigations or use technology to research topics and solve problems. Most teachers missed opportunities for students to explain their thinking and justify their answers to searching questions. A few older students were beginning to be confident in asking questions to deepen their understanding and extend their knowledge.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda 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'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.




Promoting a culture of innovation:

- The school's leaders had a collective desire to improve the school. They had included the need to develop innovative students in the school's mission statement. However, not all teachers exhibited the necessary capacity to devise strategies to secure future improvements. Initiatives were randomly developed and inconsistently embedded. Insufficiently accurate student performance data and poor organisation had restricted the overall effectiveness of these initiatives. The school had not met all of the recommendations of the school's last full inspection report of January, 2013.

Overall school performance

Weak

1. 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	Weak ↓	Weak ↓
	Progress	Not applicable	Acceptable	Weak ↓	Weak ↓
English 	Attainment	Weak ↓	Weak ↓	Weak ↓	Weak ↓
	Progress	Weak ↓	Weak ↓	Acceptable	Acceptable
Mathematics 	Attainment	Weak ↓	Weak ↓	Weak ↓	Weak ↓
	Progress	Weak ↓	Weak ↓	Weak ↓	Acceptable
Science 	Attainment	Weak	Acceptable	Acceptable	Acceptable
	Progress	Weak	Acceptable ↑	Acceptable	Acceptable

	KG	Primary	Middle	Secondary
Learning skills	Weak ↓	Weak	Acceptable	Acceptable

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

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	Weak ↓	Weak ↓
Mathematics	Weak ↓	Weak ↓
Science	Weak	Weak

- In English, the childrens' reading and writing skills were underdeveloped. Teachers had weak knowledge and understanding of phonics across the Kindergarten. There were too few opportunities, in most lessons, for children to develop their speaking skills by asking or responding to questions. Most children spent too much time circling, colouring or matching items on prepared worksheets. They did not develop the ability to read or write independently.
- In mathematics, concepts were introduced briefly. There was a lack of opportunities for children to use objects to reinforce and check their understanding in lessons. Worksheets at similar levels were too often given to children to record their learning. Teachers sometimes used resources that were difficult to control, thus reducing the learning experience and progress of a majority of the children.
- In science, learning was almost entirely knowledge based, with a large emphasis on the recall of factual information. There was little application of practical science processes, such as growing plants or recording their observations. Most learning was delivered through pictures and videos, rather than through real life experiences. All children were required to learn at the same pace. The progress made by too many children was below the expected levels.

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

- In Islamic education, most students attained levels that were in line with the curriculum standards. However a few, especially boys, attained below the expected levels. All school assessments were internal; no external benchmarking was carried out. Most students demonstrated knowledge, skills and understanding that were in line with the Ministry of Education (MoE) curriculum standards. The data provided did not track students' attainment over the previous three years. The recitation and memorisation skills of students were weak across all grades. From their starting points, most students reached the predicted levels of attainment in the different areas of the subject. However, when learning about the Holy Qur'an and Hadeeth, the progress of most students was slower. Not all groups of students, including those with SEND and low attainers, made sufficient progress. The progress made by girls was better than that of the boys.
- In learning Arabic as an additional language, the majority of students attained at levels that were in line with the MoE curriculum standards. All of the assessments were internal; no external assessment or benchmarking took place. Most of the students' demonstrated knowledge, skills and levels of understanding that were in line with the MOE curriculum standards. The school was unable to show accurate tracking for students' attainment over the previous three years. Students' attainment during this year was barely acceptable. The internal assessment information and students' work indicated that, in relation to their starting points, most of the students reached the expected levels in listening and reading. However their progress in speaking and writing was slower. Not all groups of students, including those with SEND and the low attainers, made sufficient progress.
- In English, many students were unable to read with accuracy at a level appropriate for their ages, particularly in the lower years. Their knowledge and understanding of phonics was weak. By Grade 5, many students could identify and use some basic punctuation and grammatical conventions such as similes. However, few were able to make inferences, for example about characters' attitudes or thoughts in narrative texts. The quality of students' writing was weak and not enough attention was paid to developing their independent writing skills. Reading and writing skills were below national and international expectations.
- In mathematics, few students attained standards that were in line with the school's chosen curriculum. Students' workbooks and lesson observations confirmed that their progress was weak. The results from the small number of pupils taking the International Benchmark Test (IBT) indicated weak progress in the development of knowledge and understanding. Students' practical and investigative skills were weak. There was little progress made by the higher attaining pupils or those with SEND. Students' attainment and progress over the past three years had been well below the national and international standards.
- In science, most students attained acceptable standards against the CBSE curriculum expectations. The majority of students in lessons demonstrated knowledge, skills and understanding in line with the curriculum standards. However, students were working at levels below what was expected for their ages against an international standard. Few students made sufficient progress in acquiring the scientific skills of observation or experimentation.

Middle

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

- In Islamic education, most students attained levels that were in line with the MoE curriculum standards. Most students knew how to perform prayers and could explain the different compulsory and Sunnah prayers. Most students' recitation and memorisation skills were weak. The school's data did not track students' attainment over the previous three years. The internal assessment information and students' work indicated that, in relation to their starting points, most students reached the predicted levels of attainment. However, in their understanding of 'The Holy Qur'an' and 'Hadeeth,' most students' progress was slow. Not all groups of students, including those with SEND and the low and high attainers, made sufficient progress. The progress made by the girls was better than that of the boys.
- In learning Arabic as an additional language, most students attained levels that were below the curriculum standards. Too many students were not able to follow instructions without translation and support. They responded to repetitive questions, copied and wrote a few simple sentences, but were not confident when reading. Their writing skills were very weak. The data provided by the school showed no tracking of students' attainment from the previous three years. The internal assessment information showed that they made acceptable progress, due to the low expectations; however, lesson observations and students work indicated that in relation to their starting points, most students made slow gains in knowledge, skills and understanding. Those students with SEND and the low attainers, made insufficient progress.
- In English lessons, some students made adequate progress and had confident speaking skills, particularly the girls. Students listened to each other and communicated their ideas well during group and class discussions. They demonstrated understanding of basic grammar and punctuation. Students' books had few examples of progress in writing. Students were often unable to complete their work in class time. Students were generally confident at answering reading comprehension questions based upon factual information. They were less able to interpret opinion based texts or to infer. Their attainment in reading and writing was below both national and international expectations.
- Students' attainment and progress in mathematics as measured against the curriculum standards were both weak. Students' progress data was not well recorded. Their independent research skills in the Middle phase were not well developed; this was partly due to the limited resources and learning technology available in the school. School leaders were aware of the gender gap in favour of girls. However, no action had been taken to address this.
- The attainment and progress of students in middle school science were acceptable. The majority of students attained standards in line with expectations. They also made progress in line with age-based expectations. The majority of students made sufficient progress in reasoning and making logical connections.

Secondary

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

- In Islamic education most students attained levels that were in line with the curriculum standards. There was no external assessment or benchmarking of their attainment. Most students could participate in discussions about Sunnah prayers and Muslim lifestyles. The recitation and memorisation skills of students were weak. There was no tracking of their attainment over time. The internal assessment information and students' work indicated that most students reached the predicted levels of attainment. However, progress in understanding The Holy Qur'an and Hadeeth was slower. Most students made gains in knowledge, skills and understanding in lessons. Not all groups of students, including those with SEND and the low attainers, made sufficient progress. The progress of girls was better than that of boys.
- A majority of students attained levels that were below the curriculum standards. No external assessment of Arabic skills was carried out. Students were unable to understand simple instructions and needed translation. They understood a few familiar words and phrases, but found it difficult to respond. Their independent writing skills were very weak. Girls demonstrated better skills than boys. The data provided by the school showed no tracking of students' attainment over the previous three years. Lesson observations and students' work indicated that, in relation to their starting points, a majority of students were making slow progress in acquiring the four skills of the Arabic language. Groups of students, including those with SEND and the low attainers, made insufficient progress.
- In English, most students enjoyed their lessons and worked productively and collaboratively. A group of girls made good progress in summarising the content of a poem, then presented their views confidently to the class. In a boys' class, students wrote useful notes in response to a question about the merits and pitfalls of 'social interaction through cyberspace.' They had insufficient opportunities to discuss this in groups or lead their own learning, but they responded well to challenging questions. Other students spoke quite articulately about social issues. Their writing generally showed good skills in punctuation and grammar. However, not enough students were successful in examinations in English that compared favourably to national and international standards.
- Students' attainment in mathematics measured against the curriculum standards was weak. However, improved teaching had led to acceptable progress being made. External benchmarking and moderation of test results were not well developed or embedded into the school assessment cycle. There were opportunities for some problem solving and research in the Secondary phase, where the more able students exhibited stronger knowledge, application and problem solving skills. When opportunities were provided they could link their work well to real life problems. A lack of resources and ineffective teaching strategies resulted in the progress of students with SEND being weak.

- In science, most students attained levels in line with the curriculum standards. By Grade 12, students' knowledge and skills of quantitative chemistry were acceptable. Most could determine molarity and conduct titration investigations accurately. In Grades 10 and 12 CBSE external examinations, most students attained results in line with the expected standards. However, in the Kerala Board examinations students' performance overall was at a higher level. Across the phase, students' understanding was weaker than their factual knowledge. Students had too few opportunities to develop their critical thinking and problem solving skills. Attainment levels over time remained generally in line with international standards. Most students made the expected progress during lessons and over time. Individual students who had difficulty understanding lesson content made slow or no progress.

	KG	Primary	Middle	Secondary
Learning skills	Weak ↓	Weak	Acceptable	Acceptable

- Most students had positive attitudes toward their learning and older students in particular were happy to work both individually and in groups. In the Kindergarten and Primary phases, there were too few opportunities for students to take personal responsibility. Tasks were often undemanding. Older students were beginning to take responsibility for appropriate project work, but across the school, students had limited insight into their progress as learners. Girls were generally more engaged in their learning than boys.
- In all phases, students were happy to work cooperatively. They frequently worked with their peers to complete tasks such as worksheet questions. Middle and High school phase students demonstrated the capacity to collaborate in order to arrive at a consensus through discussion. There were, however, few opportunities for them to develop the communication skills associated with key roles, such as group leader or summariser.
- Lesson plans sometimes made reference to how activities were linked to other subjects or to real world contexts. Whilst these connections were mentioned briefly by teachers, they were seldom used as the basis for learning. As a result, students sometimes struggled to understand the full relevance of some lesson content to their lives.
- Students had very limited experience of research or investigation in lessons. They were able to demonstrate computer skills in line with the curriculum expectations in the computer laboratory, but made no active use of technology in classrooms. Middle and High school phase students engaged in practical science based activities, but only a few carried out experiments to find out what they did not previously know. In all phases, the skills of critical thinking and problem solving were underdeveloped and students had little opportunity to demonstrate enterprise.

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

	KG	Primary	Middle	Secondary
Personal development	Acceptable ↓	Acceptable ↓	Good	Good

- Most students, and particularly those in the Secondary school, had responsible attitudes towards their learning. Whilst still seeking guidance or reassurance, students were developing the ability to make decisions for themselves when given sufficient opportunities to do so. Students showed some resilience in maintaining sensible behaviours when the teaching was not as effective as it should be.

- The school was an orderly environment and students behaved well, showing courtesy and good manners. They understood and followed the school's expectations and rules for appropriate behaviour, although this was often in a compliant rather than self-disciplined way.
- Relationships between students and the staff were positive and respectful. Students valued any support they received from their teachers to help them learn. Students cooperated well and helped each other when more support was needed in various subjects. They understood that all had different strengths.
- Students were aware of ways in which they could improve well-being by making the right choices about matters of health and safety. They knew about the importance of diet, exercise and keeping themselves safe, and most followed the guidance and advice they were given.
- Students arrived to school and lessons punctually. Attendance levels were good overall, although highest in the Secondary school.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

- Students in all phases had adequate understanding of Islamic values and the impact of those values on everyday life in the UAE. They could provide some examples of how these values influence people's lives, such as tolerance and kindness.
- Students had basic knowledge of Emirati heritage and culture. They recognised the value of these to the people of the UAE. They celebrated the National Day and the Flag Day of the UAE.
- Students knew about their own culture and celebrated it occasionally. However, their understanding of other cultures was limited. They were aware of cultural diversity from around the world, but had limited detailed knowledge. They were aware of common elements between cultures.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Weak ↓	Weak ↓	Acceptable	Acceptable

- Students had a limited range of opportunities to take on responsibilities and contribute to the life of the school and the wider community, although many were keen to do so. They showed consideration towards others and had basic understanding of what it meant to be a good citizen.
- Most students enjoyed their work but found it challenging to take responsibility for their own learning or show initiative without guidance from teachers. Some students showed the ability to take the lead, for example in class discussions. Students had only a basic understanding of enterprise and limited opportunities to use problem solving skills.
- Students had basic understanding of issues such as environmental sustainability and conservation. Younger students considered that an important element of taking care of the school environment was to respect learning resources and keep the school clean and tidy. Older students were more aware of wider issues and were willing to take part in community schemes, such as the Eco Club, to practice conservation.

3. Teaching and assessment

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

- Most teachers had an acceptable knowledge of their subjects, but a minority in the Kindergarten and Primary phases lacked sufficient insight to fully challenge their students. Teachers' awareness of how students learn their subjects was strongest in the Middle and High school phases. Some teaching, particularly in the Primary and Kindergarten phases, lacked interesting topics for students to learn.
- Teachers' planning was mostly effective in identifying key elements of what was to be learned, but a large minority of teachers did not offer enough challenge, particularly to their most able students. Whilst teachers were beginning to use data projectors and introduce simple resources to aid learning, classroom environments were mostly sparse and offered limited stimulation or support for learning.
- In most lessons, teachers asked questions to check students' understanding, but these were seldom challenging enough to promote deep thought or stimulate meaningful discussions. There was a small minority of lessons in which teachers dominated proceedings, but most featured some individual or group activities, with opportunities for students to discuss questions. Because much of the teachers' questions were closed, high level dialogue between teachers and students was rare.
- The matching of teaching activities to the needs of different groups of students was a weakness, particularly among the younger classes. In the better lessons, teachers offered a range of challenges, but too frequently, these did not stretch the most able students. In the Kindergarten phase, teachers' expectations were often too low and this restricted the children's progress.
- Teachers sometimes asked open questions of their students, but seldom asked them to justify conclusions or expand their ideas beyond straightforward responses. Some enquiry, project or research activities, particularly for older students, were undertaken as homework. Opportunities to develop critical thinking skills in lessons were few. Older students were able to work independently, but only within prescribed tasks, and with little opportunity to be innovative.

	KG	Primary	Middle	Secondary
Assessment	Weak	Weak	Weak	Weak

- The internal assessment processes, though consistent, did not generate valid and reliable data. They measured too many learning objectives and did not specify the purposes of testing. The limited use of assessment information by teachers did not help improve the progress made by individual students.
- The school had recently introduced benchmark testing for a limited number of students from Grades 3 to 10. In addition, all the older students sat either the CBSE or Kerala Board Class X and XII examinations.
- An effective system for data analysis had not been established. Students' attainment and performance were recorded but not analysed in order to track individual students' progress over time.
- Assessment information was not used to make adjustments to teaching and learning, or to inform students about how they might improve. The attainment levels of the different ability groups were analysed, but the results were not used to modify instruction.

- A large majority teachers had insufficient knowledge of the strengths and weaknesses of their students, and so the challenge and support given were inconsistent across the grades. There was minimal feedback given to students about how well they had done. Older students undertook some self-assessment, but its purpose was not clear and it did not help them to identify their own strengths and weaknesses.

4. Curriculum

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

- The curriculum was broad and covered most subjects recommended by the CBSE. A majority of lessons focused upon acquiring knowledge, but few, even in the higher grades, developed students' skills. The curriculum did not fully consider aspects such as students' physical, emotional, creative and social development in any phase.
- The core subject curriculum was planned with inconsistent levels of difficulty across the grades. However, students were adequately prepared for the next phases of education within school.
- There were limited subjects from which to choose and all the students were preparing for either the CBSE or Kerala board examinations of prescribed subjects. Students at the higher levels had the choice of studying in either the science or commerce streams.
- Links between subjects were planned, but seldom used by the teachers. As a result, a large majority of students did not get an opportunity to connect their wider understanding from other subjects.
- The review of school curriculum focused on content design and had not been evaluated for its impact on lessons. Curriculum leaders' decisions, such as what learning objectives to pursue, had not been implemented by the majority of teachers. Curriculum review was focused mainly upon instructional content. There was little consideration of the development of students' learning skills.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Weak	Weak	Weak	Weak

- A very limited range of modifications, such as easier work sheets, had taken place. These demonstrated the low expectations of learning and progress which were set for the students with SEND.
- The curriculum of the school provided a very limited range of extra-curricular activities, which deprived its students of alternative learning and developmental opportunities.
- The school's social studies curriculum focused on the introduction of aspects of Arabian Gulf society, such as iconic symbols, cultural traditions, and forms of governance. There was less emphasis placed upon analysing and understanding the relevance of the UAE's culture to the students' lives today.

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

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

- The school had established procedures to keep students safe. Most staff were aware of child protection arrangements and there was a register maintained of all adults working within the school.
- Students were generally well supervised and they felt safe in school. On a few occasions, especially in boys' classes, when a teacher did not arrive on time, behaviour did not reach the expected standard. The school met its requirements of holding regular evacuation drills. Fire equipment was well maintained.
- The building was adequately maintained and suitable for purpose. Centralised records of health and safety issues were up to date. There were two full time nurses to care for students' welfare and carry out routine health checks, and a doctor made regular visits. Medicines were safely stored in the clinic, but in the chemistry laboratories, the storage of hazardous materials was inadequate.
- In the canteen, there was healthy food available and good hygiene was in place. There were some shaded areas for students to use at break times, but these offered only limited protection for the number of students.

	KG	Primary	Middle	Secondary
Care and support	Weak	Weak	Weak	Weak

- Students and staff members were very polite and respectful towards each other. There was a plan in place to manage students' behaviour.
- The school's attendance was 95 per cent and the school discouraged tardiness successfully.
- The school accepted students with SEND and identified their needs by using appropriate methods.
- Most of the students with SEND, including the gifted and talented, were provided with support. This support allowed a majority of the SEND students to make only limited progress personally and academically.
- In order to provide adequate personal and academic guidance, the school monitored the well-being and personal development of all students at intervals throughout the year. This information was used to support the career guidance provided for senior students.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Weak

- The school was beginning to demonstrate some commitment to students with SEND. Most of the staff, and in particular classroom teachers, did not display the necessary skills to ensure that these students made appropriate gains in their learning or development. Consequently, students with SEND rarely had access to the support they required to promote their learning in the classroom.
- Basic assessment procedures were in place to identify students with SEND. However, the procedures were inconsistently applied. Additionally, the staff had only basic understanding of the characteristics which match the different categories of SEND. Therefore, the level of teachers' knowledge about the difficulties experienced by their students was not sufficient to enable good progress.
- Parents of students with SEND were appreciative of the care and attention their children received. Parents had regular, helpful communication with the SEND coordinator. However, parents were not sufficiently involved as active partners in the development of the education plans for their children.
- The very limited range of modifications that took place demonstrated the low expectations of learning and progress which were set for students with SEND. The curriculum design for these students lacked relevance and did not connect to students' lives.
- Systems to monitor and track the progress of students with SEND were insufficient and did not provide adequate information to inform lesson planning. Information from students' work, teachers' feedback and school assessment records showed insufficient progress over time.

6. Leadership and management

The effectiveness of leadership

Weak

- The school's vision was based upon excellence in education, innovation and ambition. However, it was not effectively displayed or articulated by leaders to the staff or shared with students during assemblies or elsewhere in the school. There was insufficient commitment to the UAE National Agenda or Dubai's priorities.
- School planning documents had identified the need for leaders to have a greater understanding of curricular and pedagogical best practices. The school lacked high quality leaders who could bring aspirational drive and knowledge of successful school improvement. The leadership gulf between the middle leaders and the principal had resulted in varied responses to directives and agreements. Consequently, students' individual learning and developmental needs were seldom met.
- Relationships were strong throughout the school and ensured that there was a harmonious atmosphere. However, communication was restricted, particularly due to personnel changes made between the morning and afternoon shifts. The roles of some senior leaders required clarification.

- The school's leaders had a desire to improve the school. However, not all leaders exhibited the capacity to devise appropriate strategies to secure future improvements. Initiatives were randomly developed and inconsistently embedded. Insufficiently accurate student performance data and poor organisation had restricted the programme's overall effectiveness. The school had yet to meet almost all of the recommendations of the last full inspection report of 2013.
- The leaders had not been successful in improving key aspects of the school. The school had made cosmetic changes and a few structural and curricular changes as well as some improvements to SEND provision. However, these did not address the issues of school performance, which was well below the expected level for Dubai.

School self-evaluation and improvement planning

Weak

- Processes to complete the school's self-evaluation form for improvement planning were restricted. Limited staff or stakeholder inputs were evident. Self-evaluation was neither systematic nor sufficiently rigorous to enable further school development. The relevant documents were generally descriptive and lacked valid and reliable evidence. The analysis of data, including that generated by external examinations, was weak. The school was unable to clearly identify areas for improvement.
- The acting principal and other leaders, supported by a consultant, regularly participated in learning walks to ascertain patterns of teachers' strengths and areas for improvement. Teachers received prompt feedback and advice. The formal observation of teachers was regular and systematic. Teachers were assessed against a comprehensive checklist of skills. Leaders provided feedback to teachers; however, greater focus was needed on the effects teaching was having on students' attainment and progress.
- The school's self-improvement plan was developed by an external consultant. It was generally comprehensive and detailed. It provided a foundation for future school development. Improvement issues were identified, but there were few measurable objectives. Not all of the UAE's National Agenda items were addressed in the plan.
- There had been a small number of initiatives taken over the last few months by the acting principal and other school leaders. A range of policies and procedures, an improved focus on students with SEND and improved school facilities had enhanced the opportunities for learning. Little progress had been made by the school over the last three years to address the key teaching, learning and assessment recommendations.

Partnerships with parents and the community

Acceptable ↓

- The school had effective systems for informing parents of their children's achievements. Parents were interested in their children's development and were keen to support their learning. The school used questionnaires and the chair of the governing body held meetings to gather parents' opinions about the school's performance. However, there were few opportunities for parents to discuss new school policies and priorities for improvement planning.
- Parents reported that school's communication was effective and efficient. Children's note books were regularly used for this purpose. Parents felt comfortable when visiting the school. There were sufficient avenues of communication available to them when they perceived a problem. The school was responsive and proactive when addressing their concerns.

- The school's reporting systems were regular. Parents felt that they were provided with sufficient information about their children's achievements.
- Links with the local community were not a strong feature of the school. Sporting and other opportunities for students to venture beyond the school's walls were few.

Governance

Weak

- The governing board consisted of a small number of directors. It was complemented by a recently formed school monitoring team, populated by school managers, board members, parents, and staff representatives. Both groups were supportive of the school and were aware of its day to day progress. The monitoring team was in its early stages of development, hence its influences upon students' learning were minimal.
- The board had improved some facilities, and provided some resources, staffing, and external support to the school. However, it had not put processes in place to appraise the acting principal. Leaders were not held to account for the low quality of academic outcomes, especially in the Kindergarten and Primary phases. The achievements of students across all phases remained low compared to their international peers.
- The governing board did not support the school effectively to ensure that the school met its commitment to parents. They were able to exert sufficient influence upon shaping the school's further development. The board ensured that statutory requirements were met, but needed to ensure that all inspection report recommendations were also addressed.




Management, staffing, facilities and resources

Weak

- The day to day management of the school was of variable quality. Student assemblies were effectively organised and exhibited strong student involvement. However, important learning time was lost between lessons.
- Too many teachers, particularly those in the Kindergarten and Primary phases, lacked experience and understanding of the learning needs of young children and students. There were significant gaps in some teachers' skill sets and their understanding of the curriculum expectations.
- The facilities were adequate. There had been some improvements, particularly in the Kindergarten phase, with the inclusion of new furniture and outdoor play equipment.
- Resources for learning were insufficient to meet the needs of students across all phases. Few students had access to learning technology to support their learning. Mathematics and reading resources were insufficient. Literacy and research programmes were inhibited, due to insufficient library resources. The recently appointed SEND coordinator was beginning to have a positive impact upon provision.

The views of the parents, teachers and students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	229
	2014-2015	0
Teachers 	6	
Students 	363	

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

- A minority of parents completed this year's survey, along with a few teachers and a large majority of senior students. There were no surveys completed by parents, teachers or students the previous year.
- Most parents and students were satisfied with the quality of education provided by the school. Most agreed that the quality of the provision of English led to good progress. However, while most parents agreed that their children were making good progress in mathematics, only a large majority of students agreed. Almost a quarter of students surveyed did not know. Most parents and students agreed that progress in science was at least good.
- A majority of parents and students stated that they did not know if progress was good in Islamic education and Arabic language.
- Most students felt that behaviour was good within the school and that they were taught by skilled and well qualified teachers, who helped them learn.
- Almost all parents and students agreed that students were well looked after and safe while at school. Most students agreed that the school dealt with bullying well. However, only a large majority of parents felt this way.
- Teachers were uniformly supportive of the schools operations.

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