




Rajagiri International
School Dubai

 Curriculum: CBSE

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information

Location	Al Warqaa
Type of school	Private
Opening year of school	2008
Website	www.risdubai.org
Telephone	00971-4-2800691
Address	Al Warqaa, Dubai, UAE,
Principal	ARUNDHATI RAWAT
Language of instruction	English
Inspection dates	17 - 20 October 2016

Teachers / Support staff

Number of teachers	107
Largest nationality group of teachers	INDIAN
Number of teaching assistants	36
Teacher-student ratio	1:16
Number of guidance counsellors	3
Teacher turnover	22%

Students

Gender of students	Boys and girls
Age range	3 -16
Grades or year groups	PreKg-Grade 10
Number of students on roll	1565
Number of children in pre-kindergarten	96
Number of Emirati students	0
Number of students with SEND	66

Largest nationality group of students Indian

Curriculum

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



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

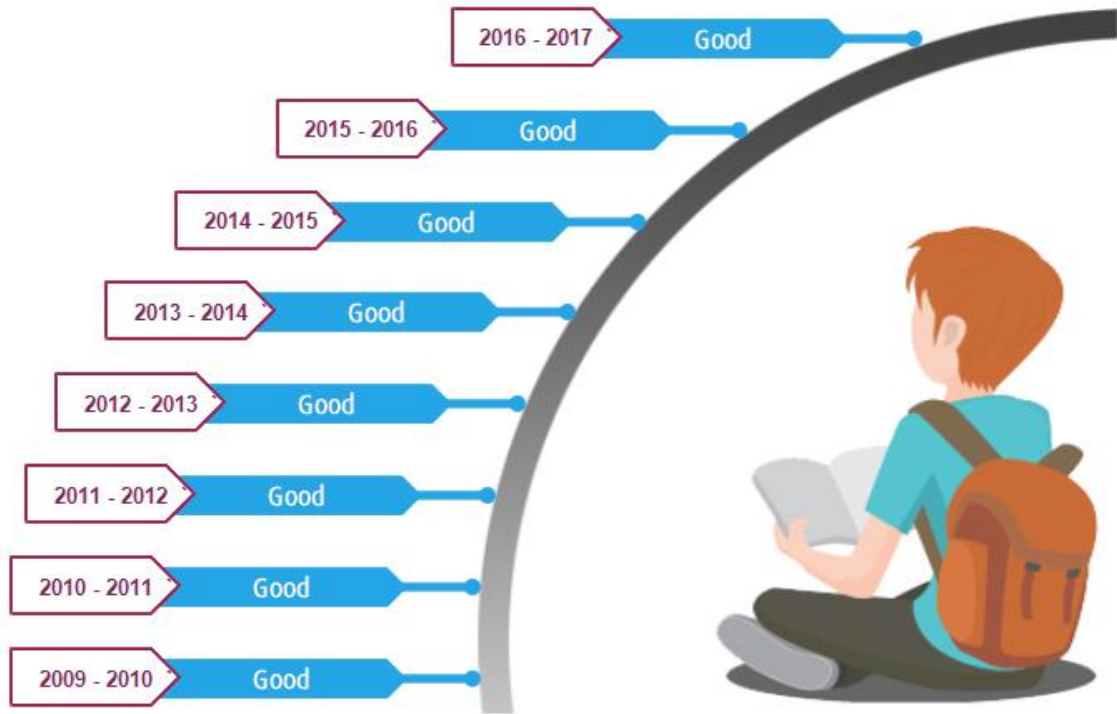
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for Rajagiri International School Dubai



- Rajagiri International School has been growing since it opened in 2008. At the time of this inspection the school has 1565 students aged from three to 16 years on roll. This is an increase of 152 students from the previous year. The principal was promoted to the post in 2013. Teacher turnover at the time of the inspection was 22 percent compared to 13 percent the previous year.
- The three previous inspections have acknowledged the school's strengths in students' personal and social development, health and safety and partnership with parents. More recently, inspections have also acknowledged the high quality of curriculum provision in the Kindergarten (KG).
- Recommendations over the same period have focused on the use of assessment information in lesson planning, improving attainment and progress in Arabic as an additional language and ensuring that improvement planning is focused on raising students' attainment and progress. In addition, the 2014 inspection findings indicated that the school needed to align the results of internal assessments with national and international standards.

Summary of inspection findings 2016-2017



Rajagiri International School Dubai was inspected by DSIB from 17 to 20 October 2016 . The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' attainment and progress are very good in English in the KG and in science in the primary and middle phases. In the KG, primary, middle and secondary phases, students' attainment in English, mathematics and science is mostly good. Attainment and progress in Islamic education are mostly good, while attainment and progress in Arabic are mostly acceptable.
- Students' personal and social development are a strength of the school. Through their excellent attitudes to school and exemplary behaviour, students contribute much to the calm and orderly atmosphere in the school. Students' sense of social responsibility is very good throughout the school as is their understanding of Islamic values in the KG and secondary phase.
- Much good teaching enables students to make good progress in most subjects. In many lessons teachers use well-designed activities to develop students' problem solving skills. More use is being made of assessment to compare students' performance to international standards. However, there is inconsistency in the extent to which teachers use assessment information to ensure that work is challenging enough for students of all ability levels.
- The curriculum is well planned to promote students' progress and learning, particularly in the KG, where curriculum provision is outstanding. Modifications to the curriculum for different groups of students are reasonably effective. However, the individual education plans (IEPs) for students with special educational needs and disabilities (SEND) are not detailed enough to guide teachers' planning to meet their learning needs.
- Health and safety arrangements are outstanding in all phases of the school. Students' attendance and punctuality are monitored very effectively. Relationships between students and adults are friendly and respectful throughout the school.
- The principal sets a clear vision for the school. With the support of a very good governing board she leads by example. Parents value the inclusive family nature of the school. Senior leaders and governors have an accurate view of areas that require further improvement, but inconsistency in the effectiveness of middle leadership is slowing the pace of improvement. The facilities and resources are of generally good quality.

What the school does best

- Students' very good attainment and progress in English in the KG, and in science in the primary and middle phases.
- The outstanding personal and social development of students.
- The clear strategic direction set by the governing board and the principal, which ensures that there is a continuing focus on improvement, in a happy and positive learning environment.
- The school's excellent arrangements for promoting healthy life styles and keeping students safe.
- The very good links with parents and the wider community.

Recommendations

- Use the analyses of National Agenda Parameter tests to embed:
 - modifications of the curriculum so that work is matched to the abilities of all groups of students
 - a higher level of challenge and differentiated tasks that enable students to work independently and make rapid progress
 - the engagement of students in assessing their own work and identifying next steps in learning.
- Improve the effectiveness of middle leaders by ensuring they have the necessary skills to monitor and evaluate accurately the impact of teaching on students' learning and progress and drive improvement in their curriculum areas.
- Ensure all IEPs have clear starting points, measurable targets based on the assessment of students' needs, and the time period within which the targets are to be achieved.

National Agenda Parameter



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

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

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

- The school meets the registration requirements for the National Agenda Parameter.
- Attainment based on the National Agenda Parameter tests meets expectations in science and English. It is not secure in mathematics.
- A system has been created to ensure that all staff are involved in the analysis of data from the National Agenda Parameter. However, findings from the analysis have not been followed up systematically to impact on students' achievement. Plans are in place to share best practice and ensure that appropriate adjustments to the curriculum are made and that lessons are differentiated to match the abilities of students.
- Students are fully appraised of how the curriculum is aligned to the requirements of TIMSS and PISA. They report that there is a greater emphasis on critical thinking, open-ended questioning and differentiation. The understanding of open-ended research is not as secure, although research opportunities are identified in the curriculum.
- Some adjustments to teaching activities have been made. More opportunities are provided for collaboration and critical thinking. Student activities are sometimes determined by the provision of worksheets, as a result, extended thinking and creativity are restricted in lessons. Good links are now being made with homework to encourage work outside the classroom.
- Students are informed of the requirements of the National Agenda Parameter. They are able to identify differences in approach since the introduction of the National Agenda Parameter. Students are set personal targets in partnership by teachers. These require refinements to identify particular strategies which will secure improved achievement. Students' research skills are not sufficiently developed and are dependent on teacher direction.

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

Innovation in Education

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









Promoting a culture of innovation:

- Students are encouraged to think differently and innovatively in some lessons. Opportunities for critical thinking are now built into all lesson plans but are not always consistently applied. Opportunities for skill development which promotes innovation, are being provided in extra-curricular clubs such as LEAP (Learners' Enrichment Afternoon Programme). There is a clear commitment from leaders to the innovation agenda. This commitment is yet to translate into a systematic plan of action to embed innovation in all lessons and subjects.

Overall school performance

Good

1 Students' achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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


6. Leadership and management

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

Main inspection report



1. Students' achievement

 KG		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Very good	Very good
Mathematics	Good	Good
Science	Good	Good

- Children demonstrate very good levels of oral language development, responding to stories and listening attentively. They follow instructions and demonstrate accurate use of grammar. Most children can finish a rhyming sentence. They have also mastered a range of phonic skills, which enables them to read words and simple sentences. Children can write simple sentences in response to pictures and stories. The school is aware that it needs to adopt a more systematic and differentiated approach to the teaching of reading. Overall, children make very good progress in literacy.
- Children develop a secure understanding of number and are able to order numbers and carry out simple mathematical operations; adding and subtracting single-digit numbers by counting backwards or forwards. Children can also identify shapes, recognise, create and describe patterns in simple mathematical language. Although some good opportunities for independent learning are provided, this practice is not seen in all classes. Nevertheless, children's progress in numeracy is good.
- Children are able to discuss scientific concepts in simple language. They understand differences and similarities in objects, materials and living things. They confidently discuss the uniqueness of their environment and investigate how it is different to other environments. They enthusiastically investigate different types of animals and birds that live in Dubai. They plant seeds and observe them growing. Children make good progress in their understanding of scientific concepts, language and skills.

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

- In Islamic education, the majority of students develop knowledge, understanding and skills that are above curriculum expectations. The majority of students, memorise prescribed verses from the Holy Qur'an and apply recitation rules appropriately. They demonstrate good understanding of different types of prayers. Students successfully relate the lessons they learn from the life of the Prophet (PBUH) to their own lives. In lessons and in their recent work, students make better than expected progress, in particular in recitation and understanding the meaning prescribed verses of the Holy Qur'an.
- In Arabic as an additional language, most students attain the expected standards in their reading of Arabic script. By Grade 5, most are able to read short texts. The majority of students are making good progress in their reading and vocabulary acquisition. However, their progress in independent writing is less secure. For example, they are not able to write short reports to present information. Higher ability students are consistently challenged.
- In English, the International Benchmark Test (IBT) scores confirm that the majority of students are working at a higher level than expected. They are able to apply their reading and writing skills appropriately when responding to creative thinking tasks. In Grade 4, for example, a mystery box provided visual and audio clues, describing an imaginary character, from which students developed a high quality short poem. Students' speaking and listening skills are well developed and applied to good effect in group discussions and presentations.
- When measured against curriculum standards, students' achievement in mathematics is good. However, there are inconsistencies in the progress students make in their learning, particularly in the early grades in the primary phase. The recent introduction of regular opportunities for mental mathematics have a positive impact on attainment and enable students to make better progress with other aspects, particularly arithmetic. Limited opportunities for open-ended problem solving restrict more rapid progress, particularly for the more able.
- In science, the large majority of students perform well above curriculum standards. They demonstrate an increasing understanding of the use of the scientific methods to test their hypotheses. In a Grade 4 lesson, for example, students successfully set up an experiment to determine if air has weight. Students demonstrate the ability to plan and carry out investigations, and interpret their findings. Their progress over time is very good and improving.

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

- In Islamic education, the attainment of the majority of students is above curriculum standards. In lessons and their recent work, their knowledge and understanding in Seerah of the Prophet (PBUH), and Islamic beliefs are above expectations. Students make accelerated progress in recitation and applying the rules of recitation to the Holy Qur'an. However, students make limited progress in explaining the meaning and reasons of Hadeeth.
- In Arabic as an additional language, most students reach the expected levels in reading and writing. By Grade 7, most students are able to read short stories with understanding. Students' listening and speaking skills are less secure. Only a few students are able to engage in simple conversations. Their writing skills, acquisition of vocabulary, and understanding of grammar are steadily improving. Students' progress is acceptable because the work in lessons is not challenging enough.
- In English, students are able to analyse text and use their analyses to extend their knowledge of literary devices and develop their own ideas. Speaking and listening skills develop well. In Grade 6, for example, students demonstrate better than expected speaking skills when they present their own short role-plays that are based on ideas from a poem. Older students make good progress in writing effectively to persuade readers to widen their choice of authors.
- The attainment and progress of students in mathematics are acceptable. Most students achieve levels that are in line with curriculum standards. When measured against international benchmarks, their attainment and progress are below expectations. Work in lessons does not provide an appropriate level of challenge, particularly for those capable of making more rapid progress. There is an excessive emphasis on knowledge acquisition rather on the application of mathematical skills such as calculation.
- External assessment information shows that students achieve better than national and international benchmarks. In lessons, students demonstrate advanced laboratory skills. For example, they are able to identify forces between magnets, and forces due to static electricity. In a few lessons, activities do not offer sufficient challenge for students of all abilities. Overall, students make very good progress both in lessons and over time.

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

- In Islamic education, most students attain levels that are in line with curriculum standards. In lessons and their recent work, students demonstrate their knowledge and understanding of Islamic laws. For example, they understand the rationale behind appropriate dress code for males and females. The majority of students make better than expected progress, such as in their knowledge of the significant events in the lives of the prophets.
- The attainment and progress of most students in Arabic as an additional language, are broadly in line with curriculum expectations. Most students are able to read stories with familiar vocabulary, and understand the main ideas. Students' ability to narrate events or express opinions is less secure. They are able to write short sentences with reasonable accuracy.
- In English, students are able to use their prior knowledge to develop and acquire new language skills. For example, they can interpret text from Shakespeare's 'Seven Ages of Man' and write their own poetry. The majority of students make better than expected progress in understanding and critically evaluating text, particularly as a stimulus for their own creative writing.
- In mathematics, although students' attainment is below international benchmarks, it is good against curriculum standards. Students make good progress from their starting points, due the increasing challenge they receive, particularly in algebra. Students' knowledge of mathematical concepts is stronger than their application of these concepts in new situations.
- In science, students' investigative skills are well refined and aligned with scientific method. Students use laboratory lessons to conduct experiments such as chemical reactions, to confirm the Law of the Conservation of Matter. The majority of students perform above curriculum and international standards. Students make consistently good progress both in lessons and over time, because they have the opportunity to solve problems and apply and communicate their skills and knowledge.

	KG	Primary	Middle	Secondary
Learning skills	Good	Good	Good	Good

- Almost all students in all classes are enthusiastic learners. They demonstrate their ability to sustain concentration and work independently. Students in the middle phase are beginning to assess their own work and identify their strengths and weaknesses. In a few subjects, with guidance from the teacher, they use this information to plan their next steps in learning.
- Students interact well with each other and collaborate effectively when working in small groups. Older students communicate with confidence and collaborate successfully with their peers. This is particularly true in science where a culture of analysis and reflection is fostered. Most students are competent in their use of technology to support learning.
- Students are able to apply their learning in different contexts. This is evident when they apply their learning to real life situations in science, for example. In English, students use role-play to consolidate their understanding of ideas and concepts explored in poetry and link them to everyday life.
- Innovation and enterprise are fostered through initiatives where students use a range of digital technologies to extend their research and critical thinking. To support this, the school has initiated a 'Bring Your Own Device' (BYOD) project. In the KG, children make use of hand-held devices to support the development of literacy and numeracy skills.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students across all grades have positive attitudes towards school. They are eager to learn and participate fully in class discussions. They demonstrate confidence in the way in which they take part in assemblies. They respond well to constructive feedback from their peers and their teachers.
- Students show respect to adults and to each other. They respond well to opportunities to take responsibility, for example by acting as prefects or as members of the 'green gang'. Excellent behaviour, both in classrooms and in the public areas of the school, is the norm. This makes a significant contribution to what is a welcoming and harmonious learning community.
- Relationships amongst students and between students and adults are excellent. Students are actively involved in a range of charitable activities and participate willingly in a wide variety of activities related to environmental protection.
- Students across the school show a secure understanding of how to keep themselves safe and healthy. They usually make sensible choices about healthy eating and participate willingly in physical education and sporting activities. Students are well informed of the risks associated with the use of the Internet.
- Attendance and punctuality in the morning and during lessons are very good.

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

- Students exhibit a well-developed understanding and appreciation of the values of Islam and how they influence the multi-cultural society in Dubai. Older students refer to the concepts of equality, peace and justice in Islam and how they are reflected in local laws. They are able to provide a variety of examples of how these values influence people's lives.
- Students in all phases show pride in being part of the UAE culture. They are able to identify and explain the local traditions and heritage and recognise their importance and values to people in the UAE. They talk enthusiastically about their contribution to events such as the UAE National Day, Flag Day and Martyr's Day.
- Students show pride in and have a strong understanding of their own culture. This understanding is strengthened through links with students in schools in India. However, their awareness and understanding of the breadth of cultural diversity in Dubai and around the world is limited.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Very good ↑	Very good	Very good	Very good

- Students act very responsibly and contribute greatly to the life of the school. They have many opportunities to take responsibility and are able to voice their opinions and suggestions through the variety of student representative bodies. Students arrange a number of fund raising activities which benefit the wider community.
- Students have a very positive work ethic. They are active participants in a variety of projects and enterprise activities, such as the organisation of a 'flea' market, that enable them to develop entrepreneurial skills.
- Students care for their school and take part in activities to improve its environment. They show understanding of environmental sustainability and participate in recycling projects. The 'green gang' is very active in raising awareness of environmental issues.

3. Teaching and assessment

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

- Teachers know their subjects well and apply this knowledge to provide a good range of opportunities to promote students' learning. They know the strengths and weaknesses of the students they teach and how they learn. For example, teachers use a mystery box in English to inspire creativity through different ways of learning.
- Lesson planning is purposeful and includes a range of engaging learning experiences which support the achievement of most students. Older students independently use tablets for self-assessment and research. However, the effective use of digital technology is not yet consistent across all subjects.
- The use of questioning by teachers to probe students' understanding and to encourage thinking skills is improving. For example, older students in mathematics are asked challenging questions which engage students fully in the learning process. In a few lessons, there is too much teacher talk or insufficient time given to students to reflect and provide a considered response.
- Most planning by teachers includes differentiated activities for students of all abilities. However, teachers do not make enough use of prior assessment to match activities to students' ability levels. In the less effective lessons, there is an over-reliance on the use of worksheets which often lack sufficient challenge and deter independent writing.
- In most subjects but particularly in science, teachers successfully encourage the development of students' reasoning and problem solving skills through well-designed activities. However, this good practice is not fully embedded across other subjects.
- Teaching in Arabic as an additional language relies too heavily on whole class teaching and choral responses to learn new vocabulary. In the more effective lessons, students are encouraged to work in groups on activities, through which they are more able to develop their Arabic speaking and listening skills.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Acceptable ↓	Good

- Extensive assessment procedures are in place. They are clearly linked to the school's curriculum standards and are aligned to international benchmarks. The procedures are generally effective but less consistently applied in the middle phase. As a result curriculum modifications have not been as successful, particularly in mathematics.

- Students' achievements are benchmarked against international and national standards. Students are involved in setting their own targets against these standards. The monitoring and review of these targets is, however, not systematic.
- Assessment information is analysed at some depth. There is detailed and accurate information about the progress made by different groups of students. A consistent approach to monitoring the impact of tracking is not in place across all phases.
- Teachers are fully aware of the assessment information on different groups of students and generally use it effectively to adjust their teaching strategies. Some inconsistencies in the middle grades have led to inaccurate assessment of students' abilities. As a result, students' rate of progress, particularly in Arabic and mathematics, is limited.
- Teachers provide support and feedback to students in lessons. Students use rubrics to enable them to identify their strengths, weaknesses and next steps in learning. Written feedback in books is not as evaluative or in the detail required to enable students to make very good progress and personalise their approaches to learning.

4. Curriculum

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

- The school follows the CBSE curriculum. The KG curriculum is based on the Early Years Foundation Stage framework. The vibrant learning environment throughout the school, enriches the all-round development of students through a range of creative activities, including gardening. There is a reasonable balance knowledge, skills and application, although a slightly greater emphasis on the knowledge. The taught curriculum provides a mixture of textbook-led and activity-based learning, with opportunities to connect learning with real life experiences.
- The curriculum is sequenced well to build on students' previous experience and to prepare them for the next stage of their education. The spiral curriculum ensures continuity in learning with well-set benchmarks for each subject area. The level of complexity increases with each grade and students are well prepared for transition to the next level. Effective planning and student orientation support the transition and continuity of students' learning between phases.
- The curriculum offers students a good range of choices. The activity corners in the KG provide children with a variety of stimulating resources. Extra-curricular activities include extended academic activities, such as 'Mind Spark', and creative and practical activities, such as gardening, dancing and a range of games and sporting options. These contribute well to the success of students in a range of inter-school competitions.
- Cross-curricular links are integrated and strengthened in the curriculum through approaches that enable students to develop their skills in different contexts. The attractive displays in corridors and classrooms demonstrate the meaningful links made across many subjects. These include, for example, the use of technology in social studies for researching the history and welfare of the people in the UAE.

- The curriculum is reviewed regularly. It is monitored for its suitability and effectiveness. Benchmarks for all subjects and rubrics for all strands of a subject are used to establish standards. A recent development is the increased focus on the development of problem solving and critical thinking in addition to extra provision for mathematics, Arabic and Hindi.
- The curriculum for UAE social studies is based on the MoE curriculum. It is systematically planned with meaningful experiences for learners. It focuses on knowledge development more than on developing students' skills. Progression is planned by increasing the depth and breadth of curricular concepts.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good ↑	Good ↑	Good ↑

- The curriculum is effectively modified to meet the needs of most groups of students. In Grade 1, the curriculum is carefully planned to ease transition from the KG. Older students are provided with more open-ended and challenging activities, particularly in science. While lesson plans include reference to students' different ability levels, these plans are not always translated into practice.
- A good range of activities is provided to enhance students' learning experiences. These include break time radio, carnival and the school magazine. Assemblies, projects, field trips and the use of technology help to make learning more meaningful. 'Maker's Space' provides opportunities for students to innovate and design working models, such as a solar robot. Student leadership is developed through activities such as the 'Model United Nations', student council and editorial board.
- The curriculum effectively links activities to the UAE culture and society through references in lessons and cross-curricular topics. Fieldwork enables students to learn from the local environment and community, such as through the celebration of Heritage Day and special assemblies. Contributions from the Dubai police, DHA and Gulf News, deepen students' understanding of the values of the UAE.
- Arabic is introduced from this academic year in KG2. It is delivered for 30 minutes per week focusing on interesting and interactive introduction to the language through songs and letters.

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

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

- The school provides a safe and secure environment for all students and staff. All required policies are in place to support the care and safety of students. These include a detailed child protection plan and a cyber safety action plan. The school is diligent in ensuring all of its procedures are of a high standard.
- The school's safety procedures include the premise and school transport. The school is in the process introducing a new system to improve the management of traffic at the time of students' arrival and departure.
- The school building is extremely well maintained. Rigorous and frequent safety checks ensure a clean, and hygienic school environment. Urgent maintenance matters are dealt with promptly. The medical team maintain detailed records for all medical matters.
- The school has a very good range of specialist facilities. A large well maintained and air-conditioned indoor play area is located in KG for use during the day. Shaded outdoor areas are provided with readily available water. Ramps located throughout the school allow wheelchair access to the ground floor. These are adequate for the needs of all current students.
- Healthy living is promoted through a range of activities and informative displays around the school. Parents are encouraged to provide healthy snacks and a wide range of nutritious snacks is available in the tuck shop. Curriculum topics on health, hygiene, nutrition, fitness all promote awareness of the benefits of a healthy lifestyle.

	KG	Primary	Middle	Secondary
Care and support	Very good	Very good	Very good	Very good

- The identification of students with SEND starts at the time of student admission. These early assessment procedures are thorough and effective. Equally effective procedures are in place for students who enter at different times. These procedures ensure that there is early identification of students' needs. Appropriate assessment procedures also identify students who have particular gifts and talents.
- Staff student relationships are of a very high order. Throughout the school behaviour policies are implemented effectively by all members of the staff and supported by the school prefects. Together, this creates a very positive and caring school atmosphere.

- With the full support of parents, the school has established rigorous systems that ensure students' attendance is kept at a consistently high level. Effective procedures ensure that students are punctual on their arrival at school and when they return to classes during the day.
- The school strives diligently to provide effective support for students with SEND through teacher interventions, and behaviour adaptation programmes using individual education plans. However, the plans do not provide enough detail to guide teachers' lesson planning so that any barriers to learning are reduced. The school provides a wide range of developmental opportunities for gifted and talented students.
- The school has established a very caring and inclusive environment where the well-being of all members is of paramount importance. In addition to the teaching staff the counselling and support team provide very good assistance to all students in their personal development and in their career choices.

Inclusion

Provision and outcomes for students with SEND

Good

- In this inclusive school, students with SEND are able to partake in all aspects of school life. The school's SEND policy is clear and places the responsibility for the progress of these students on class and subject teachers. These teachers receive valuable assistance from the dedicated members of the support department.
- The school uses a wide range of suitable assessment tests and strategies to identify students with SEND. Assessment procedures start at admission and are continuous throughout the student's life at school. The assessments take into account behavioural and social needs as well as academic needs. The school has developed a graded system of responses to the outcomes of these assessments.
- Parents of children with SEND are very satisfied with all aspects of the support provided by the school. Use of traditional and technological means of contacting parents ensures very good communication between home and school. Parents are kept well informed on the progress of their children and on their next steps in learning. The school successfully involves parents in assisting their children in the learning process.
- Curriculum modification is developing. Modifications are usually accomplished through a range of individual educational or behavioral plans. However, these plans do not take enough account of the specific needs of students. The plans do not have clear starting points and measurable targets to be achieved within agreed time-frames.
- The school successfully employs a wide variety of methods to assess students' progress which is monitored frequently. These records show that the majority of students with SEND are making better than expected progress across the majority of subjects and development areas.

6. Leadership and management

The effectiveness of leadership

Good

- The principal, with the full support of senior leaders, sets a clear vision for the school. Governors, staff, students and parents share this vision. There is a clear strategic direction for the school and all are committed to achieving the UAE National Agenda and the priorities of Dubai. There is a clear focus on increasing students' attainment and progress in all curriculum areas.
- Leaders demonstrate a secure knowledge of the curriculum. Students are provided with a wide range of learning and enrichment opportunities. In this inclusive school, leaders have succeeded in establishing a purposeful learning culture that effectively supports students' academic and personal development.
- The staffing structure distributes leadership responsibility to staff at all levels. However, the effectiveness of middle leaders in driving improvement in their areas of responsibility is inconsistent. Relationships throughout the school community are both positive and productive. Staff morale is very high.
- Leaders demonstrate a good understanding of the school's strengths and know what needs to be done in order to improve. The school's own evaluation of its performance, although over-generous in a few aspects, is reasonably accurate. Leaders are innovative in their approach to tackling the obstacles that need to be overcome in order to improve the school further. Teachers are provided with an appropriate range of continuous professional development training.
- The school improvement plan identifies the defined school and national priorities, and takes account of the recommendations of the last report. Appropriate strategies are in place to monitor and evaluate the school's implementation of the plan. These demonstrate the school's capacity to continue to improve. Leaders are accountable for the school's work and ensure that all statutory requirements are met.

School self-evaluation and improvement planning

Good ↑

- Procedures for evaluating the school's performance are effective; they include gathering information from members of the school community. A few of the school's judgements are over-generous mainly because the amount of time needed to achieve consistency in performance has been underestimated. School leaders are beginning to make better use of assessment information in evaluating the school's performance.
- Checks on the quality of teaching and learning are effectively managed. Middle leaders are fully engaged in the monitoring of teaching. Teachers are encouraged to observe each other's teaching. This monitoring guides the review process and the professional development provided for teachers. The professional development provided for staff links well to the improvement priorities set by the school.


- The school improvement plan provides a clear overview of the main improvement priorities. The plan specifies the action to be taken to improve provision and student performance and takes full account of UAE national priorities. However, the information provided by the Arabic department about students' attainment and progress is not accurate to provide a secure basis for improvement planning.
- The school has made steady progress in addressing the recommendations from the last inspection report. Opportunities for older students to develop critical thinking skills are features of many lessons, particularly in science. The school's performance is now more closely aligned with national and international standards.

Partnerships with parents and the community

Very good

- Parents are fully involved in the life of the school and make significant contributions towards school improvement. Two parents are members of the governing board and others are members of the parents' council. The parent council meets with the senior leadership team regularly. They advise and make suggestions for change frequently. Some parents volunteer at events such as learners' trails and super learning days.
- Parents note effective communications with the school keeps them well informed about developments regarding life in the school. They feel the school's leadership team receives them well and report that senior leaders respond promptly to their concerns.
- Regular reports to parents outline their children's attainment, progress and personal development during the previous term. Most reports suggest ways in which parents can help to support their children's learning at home.
- The school makes regular contributions to the local, national, and international communities. Parents are active partners in a number of these links. They represent the school in projects like Dubai Heritage, conferences on cyber safety, and secure neighbourhoods. Links with Dubai Police and The Gulf News help broaden their children's educational experiences.

Governance

Very good 

- The governing board includes representation from all stakeholders. Governors have a detailed knowledge of the school, not only through regular reports from the principal, but also through regular visits and learning walks around the school. Because the views of parents and students are sought regularly they are able to influence many aspects of the school.
- The governing board has an accurate view of the school's strengths and where improvement is needed. Governors hold leaders accountable for the performance of the school. They ensure that appropriate action is taken in response to the recommendations of the previous inspection report. The school's leadership benefits from the thoughtful level of challenge and support provided by the governing board.

- The governing board contributes significantly to the school's inclusive and supportive atmosphere. Governors provide an objective view of the school and strategic guidance to school leaders. They ensure that staffing and resources are readily available and that all statutory requirements are met. Governors' expertise is influential in shaping the school's journey of continuing improvement.




Management, staffing, facilities and resources	Good
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- The school operates efficiently on a day-to-day basis. The timetable is well organised to promote students' learning and appropriate use of the school's premises. The attendance of students and their use of school transport are managed effectively.
- The school is adequately staffed with a suitable number of appropriately qualified teachers. However, some teachers of Islamic education and Arabic as an additional language, are not approved by KHDA as teachers of these subjects. Staff benefit from regular professional development opportunities that are linked to the school's improvement priorities.
- The school's premises are well maintained and provide a safe and pleasant learning environment. Most classrooms are of a good standard, adequate for the number of students in them and accessible to all current students. However, students with restricted mobility would find it difficult to access the upper floors.
- Resources are well matched to the educational needs of students. The availability of learning technology to support teaching and learning has been considerably enhanced by the installation of an electronic whiteboard in every classroom. Although, the availability of resources in the KG has improved, their quality and range remain limited.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

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

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	605
	2015-2016	685
 Teachers	100	
 Students	19	

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

- Almost all parents and students who responded to the survey are satisfied with the quality of education the school provides. They believe their children are kept safe, taught well and enjoy school.
- Both parents and students feel that behaviour in the school is good and bullying is rare. Most students feel that they are supported well and that there is always someone there to help them.
- Most parents and students believe that the school offers a wide range of subjects and extra-curricular activities to choose from. Students feel the school supports them to become environmentally responsible.
- Almost all parents, students and teachers think that the school is well led and that school leaders are very approachable.
- Students feel that their views are listened to, and that through their representative bodies, they make a meaningful contribution to the life of the school.
- A minority of parents feel that the school does not promote literacy in Arabic or develop an understanding of the importance of Islamic values in Dubai society.

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