



National Agenda



Early Years



Special  
Educational Needs



Innovation

## Inspection Report 2015-2016

The Indian International School

Curriculum: Indian

Overall rating: Acceptable

Read more about the school



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“Without  
challenges,  
we won't feel  
the taste of  
success and  
happiness”



Sheikh Mohammed Bin Rashid Al Maktoum

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## School information

<b>General information</b>  	Location	Silicon Oasis
	Type of school	Private
	Opening year of school	2011
	Website	<a href="http://www.ihsdxb.com/dso/">http://www.ihsdxb.com/dso/</a>
	Telephone	04-342-3909
	Address	Nad Al Sheba, Silicon Oasis
	Principal	Mrs. Geetha Murali
	Language of instruction	English
	Inspection dates	26 to 29 October 2015
<b>Students</b>  	Gender of students	Boys and girls
	Age range	4-13
	Grades or year groups	Kindergarten 1 to Grade 8
	Number of students on roll	2,332
	Number of children in pre-kindergarten	0
	Number of Emirati students	0
	Number of students with SEND	45
	Largest nationality group of students	Indian
<b>Teachers / Support staff</b>  	Number of teachers	172
	Largest nationality group of teachers	Indian
	Number of teaching assistants	23
	Teacher-student ratio	1:20
	Number of guidance counsellors	3
	Teacher turnover	15%
<b>Curriculum</b>  	Educational permit / Licence	Indian
	Main curriculum	CBSE-i
	External tests and examinations	IBT/ ASSET
	Accreditation	-
	National Agenda benchmark tests	IBT

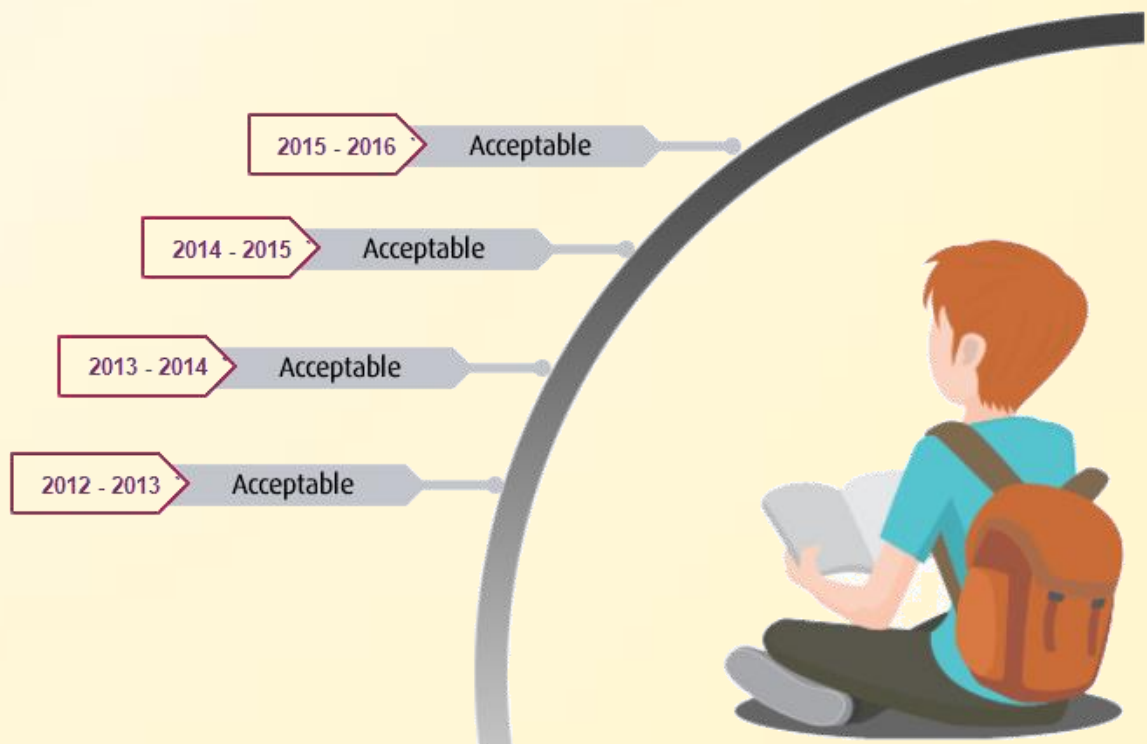


## Summary for parents and the community

**The Indian International School** was inspected by DSIB from 26 to 29 October 2015. The overall quality of education provided by the school was found to be **acceptable**.

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?

Overall, The Indian International School provided an Acceptable quality of education for its students.

- Students' attainment and progress were mostly acceptable in the Primary phase and mostly good in the kindergarten and Middle phases. In mathematics, attainment and progress were acceptable across all phases of the school. In the kindergarten and middle phases students had the skills needed to be good learners. In the Primary phase students' ability to think critically about their learning and carry out investigations and research were not consistently well developed.
- Almost all aspects of students' personal development were at least good in all phases of the school. In a minority of lower primary classes, boys did not always behave as well as expected. Students had a very good understanding of environmental issues.
- In the kindergarten and Middle phases, teaching mostly supported learning well. In the Primary phase teachers did not consistently challenge students to reach high standards. Across all phases teachers did not use questions well enough to find out what different groups of students already knew. Therefore, they did not routinely provide work that helped all students to make good progress.
- The good curriculum was extended by additional lessons and activities after school. In the Primary and Middle phases the curriculum was not always adjusted to help students of different ability to learn as well as they could.
- The school had good systems in place to help keep students safe.
- All leaders were fully committed to school improvement. Training for staff had successfully improved the quality of teaching in the Middle phase. Evaluation of the school's work did not provide leaders with a realistic view of how well the school was doing, particularly in the Primary phase.



### What did the school do well?

- Students' achievement in English and science in the kindergarten and in Islamic education, English and science in the Middle phase.
- Students' personal development, including good attitudes to work and a very well developed awareness of environmental issues.
- Students' confidence and pride in sharing their skills with others.
- The design and implementation of the curriculum, through good teaching and learning in the kindergarten and Middle phases of the school.
- The care and support provided for students.





### What does the school need to do next?

- Improve leadership and school self-evaluation by:
  - making more accurate evaluations of the quality of teaching and the impact this is having on learning;
  - developing a better understanding among middle leaders of how assessment information should be used to adapt the curriculum in lessons to meet the needs of all students;
  - ensuring that all leaders of special educational needs and disabilities (SEND) evaluate the quality of support and students' progress in lessons;
  - increasing the impact of training on classroom practices.
- Improve the quality of teaching and learning in all subjects, particularly in the Primary phase, by:
  - using questions to find out what students already know
  - adjusting teaching to add further challenge or support when needed
  - raising expectations of what students can achieve, particularly the most able
  - making better use of time in lessons to give students the opportunity to work independently on tasks that require them to carry out research, investigations and problem solving
  - using assessment information to set work at the right levels.
- Deepen students' understanding of how to use mathematics in real-life situations by providing more opportunities to carry out investigations and solve problems.



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

- The quality of provision for students with special educational needs and disabilities (SEND) was acceptable and improving. School leaders were committed to improvement and more staff and resources had been provided than previously. Checks by senior leaders in classrooms to see whether the individual educational plans were being followed successfully were not sufficient.
- The school had appropriate procedures to identify students with SEND, including seeking the advice of outside specialists. All teachers had received training on identifying types of special educational need and disability.
- The school had good links with parents and these helped students to receive support at home as well as in school. Parents said they appreciated the help and advice from the school.
- In the Learning Centres, students made good progress because tasks were well matched to their needs. Targets outlined in the individual education plans were followed closely. In some lessons, teachers' plans did not take enough account of different needs and thus work was not sufficiently changed to help students more easily understand the subject.
- Progress overall was acceptable and regular monitoring involved senior leaders, parents and teachers.

## 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 fully met the registration requirements of the National Agenda Parameter. Progress towards National Agenda targets was not secure.
- Most stakeholders were well informed of the parameters of the National Agenda. Efforts had been taken to educate teachers, students, parents, and governors regarding the school's progress towards the National Agenda goals. The walls of classrooms and hallways were covered with National Agenda information, as well as with critical thinking examples and problem solving challenges. Focused professional development was provided to help teachers include critical thinking and problem solving into lesson preparation and implementation. Preparation for the National Agenda goals was embedded into the culture of the school.
- The curriculum was well aligned to help develop the learning skills necessary for students to be successful on PISA and TIMSS type assessments. Evidence of this was contained in lesson plans, which included critical thinking questions as well as problem solving tasks. School leaders had encouraged teachers to provide more opportunity for the students to use enquiry skills and independent learning to help develop '21<sup>st</sup> century' learning skills.
- Teachers' strategies to develop critical thinking skills and enquiry learning opportunities were still developing. The school has identified this as a priority in their action plan. Professional development was ongoing in an effort to improve teachers' understanding of pedagogy. Implementation of these strategies within lessons was inconsistent, particularly in the Primary phase. Students were able to carry out independent enquiry when challenged by appropriate prompts by their teachers.
- Students used printed text resources well to research topics presented within lessons. Media sources such as video and television were also familiar research sources. Students were less familiar with experimental design and were not sufficiently challenged to devise systems to test or measure hypotheses. They could gather and organise data and were developing the skills necessary to carry out analysis. They could arrange data in graphical presentation and answer questions based upon their interpretations of the data.

## 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 *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.






- School leaders understood the importance of the National Innovation agenda and had plans to promote a culture of innovation in leadership, learning and teaching. Innovation was a key focus for teachers' and leaders' professional development, and they were encouraged to develop innovative solutions to instructional methods, teaching activities and leadership challenges. The school had flexible learning spaces that facilitated students' opportunities to explore, develop and incubate their innovative ideas.



## Overall school performance

Acceptable

### 1. Students' achievement

		KG	Primary	Middle
<b>Islamic education</b> 	<b>Attainment</b>	Not applicable	Good	Good
	<b>Progress</b>	Not applicable	Good	Good
<b>Arabic as a first language</b> 	<b>Attainment</b>	Not applicable	Not applicable	Not applicable
	<b>Progress</b>	Not applicable	Not applicable	Not applicable
<b>Arabic as an additional language</b> 	<b>Attainment</b>	Not applicable	Acceptable	Acceptable
	<b>Progress</b>	Not applicable	Good	Acceptable
<b>English</b> 	<b>Attainment</b>	Good	Acceptable	Good ↑
	<b>Progress</b>	Good	Acceptable	Good ↑
<b>Mathematics</b> 	<b>Attainment</b>	Acceptable	Acceptable	Acceptable
	<b>Progress</b>	Acceptable	Acceptable	Acceptable
<b>Science</b> 	<b>Attainment</b>	Good	Acceptable	Good ↑
	<b>Progress</b>	Good	Acceptable	Good ↑

	KG	Primary	Middle
<b>Learning skills</b>	Good	Acceptable	Good ↑

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

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

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

## 6. Leadership and management

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



## 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	Good	Good
Mathematics	Acceptable	Acceptable
Science	Good	Good

- The majority of children demonstrated good levels of knowledge and understanding in language development and emergent literacy that were above international and curriculum standards for the early years. In lessons, children in Kindergarten 2 demonstrated above the expected levels of understanding of complex sentences when describing the characteristics of fruits and vegetables. Assessment information from the learning journals and classroom observation records indicated that the majority of children made significant gains in their knowledge, skills and understanding in literacy. Progress in relation to their assessed starting points was good for the majority, whereas high achievers made slower but acceptable progress.
- Most children demonstrated a satisfactory understanding of fundamental mathematical knowledge and had skills that were in line with the early years expected levels and standards. The majority of children had good levels of attainment in numeracy knowledge, but their problem solving skills in real life situations were not so well developed. Almost all groups of children made broadly expected progress in relation to their starting points. However, the large majority displayed skills and understanding that indicated their progress towards higher attainment could be quicker.
- The majority of children demonstrated emerging inquiry skills such as observing changes. Their levels of skills and understanding were above the generally held international expectations for children experiencing an early years' curriculum. Information collected from children's workbooks, records of their progress and learning journals indicated that the majority of children made better than expected progress in their scientific knowledge and skills in lessons and over time in relation to their starting points.

### Primary

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

- In Islamic education, the majority of students attained levels of knowledge, skills and understanding that were above curriculum standards. They discussed the importance of charity such as (Sadaqah and Zakat) in the society. They knew the five Pillars of Islam and did some research through their independent learning. The recitation and memorisation skills for the majority of students were above expected levels.
- In learning Arabic as an additional language, students' listening skills were the strongest as they responded correctly to their teachers' instructions. When speaking, students could use phrases and sentences with familiar and unfamiliar vocabulary. Their reading skills were in line with curriculum expectations; most students understood the main ideas and other details in the topic and could answer related questions through presentations. Students copied texts and wrote sentences and they practised free writing by Grade3.
- Most students attained above the expected levels in the school's curriculum and national CBSE tests for English. Attainment against international standards was acceptable overall across the primary grades. Most students read accurately at levels appropriate for their ages and enjoyed listening and responding to different stories and poems. In workbooks, there were not always sufficient completed examples of students' writing for a wide range of purposes. Work in lessons and over time showed that all groups of students made the expected progress from their starting points. Most developed good handwriting styles with accurate spelling and grammar. Aspects of their punctuation and use of vocabulary were not as strong.
- In mathematics, the majority of students attained above the curriculum standards and made better than expected progress as shown by the CBSE curriculum internal tests. Most students attained standards that were in line with international and national standards. Students' development of skills in number and algebra was a relative strength. Skills in using and applying their mathematical knowledge and understanding to solve real life problems were a relative weakness. Although there was substantial variation between grades in the Primary phase, students' attainment and progress overall had been steady over the past three years. In lessons, students usually made at least the expected progress. They understood appropriate concepts and vocabulary, such as symmetry, chord, circumference, diameter and radius; acute, right and obtuse angles; and, parallel, perpendicular and intersecting lines.
- Students' attainment was good compared with the school's own science curriculum expectations. Against national and international standards, their attainment was acceptable. In lessons and in students' work, progress was also acceptable. In a few lessons, well planned practical work enabled students to explore ideas through enquiry; for example, the effect of water on waxy surfaces. Other lessons were too rigidly controlled by the teachers, which prevented students from developing their scientific investigation skills. As a result, over time, progress was impeded.



### 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	Good ↑	Good ↑

- In Islamic education, a majority of students attained levels that were above curriculum standards. They could confidently discuss and explain the manners of Muslims during Friday Prayer and made a comparison between the Holy Qur'an and the other holy books. Their recitation and memorisation skills for the majority of students were above expectation and their application of recitation rules was improving.
- In learning Arabic as an additional language, most students were in line with expectations for their linguistic skills. They responded correctly to instructions and used simple, familiar sentences. The opportunities for dialogue and conversation were limited. Most students read familiar texts and copied sentences with appropriate accuracy.
- The majority of English students made better than expected progress in lessons and in their work over time. As a result, attainment in English was rising. They were attaining above the school's curriculum standards and were exceeding national and international standards. All groups of students demonstrated good levels of knowledge, skills and understanding because of the good progress they were making. They read and spoke confidently with expression. This was evident particularly in lessons with older students who took responsibility for their own learning and met the high challenges set for them. For example, Grade 8 students made very good progress in understanding and justifying the actions of characters in a Shakespeare play. The quality of discussion between groups of students demonstrated maturity and critical thinking skills.
- A majority of students attained above the curriculum standards for mathematics. Most students attained standards that were in line with national and international expectations. In lessons, students made the expected progress. They could, for example, construct bar graphs and calculate the circumference of circles, the area of a parallelogram and percentages of profit and loss. Students' abilities to apply their knowledge to solve problems was not developed well enough. Their progress over time was acceptable.
- In science, students' attainment was good as measured against the school's curriculum expectations. Attainment had improved from the international test results in the previous year. In lessons, students' attainment and progress were good. Students were able, for example, to research and design their own experiments so as to find out about the constituents of water. They took responsibility to extend their knowledge by modifying work to collect the gases produced. In a few lessons, the higher attaining students and students with SEND made slower progress than their peers.

	KG	Primary	Middle
Learning skills	Good	Acceptable	Good ↑

- When students were given opportunities to discuss their learning or work with others, they collaborated well, discussed what they did and communicated their learning clearly. This was seen more often in the Middle phase than in the Kindergarten and Primary phases.
- Students were able to make links between some of the different elements and skills across their learning. In the Primary phase this was mostly done with help from teachers. There were limited opportunities for children in the Kindergarten to make links between ideas and extend their learning.
- In the majority of lessons in the Middle phase, students were able to think clearly about what they were learning, or what they should do to find out something. When this occurred students developed their problem solving and critical thinking skills. Similarly, in the Kindergarten children displayed their independent learning skills in 'free-flow' activities in the 'Kiddies Junction' room.
- Students in the Primary phase did not consistently demonstrate learning skills in areas such as research and investigation. They used technologies in limited ways to support their learning.

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

	KG	Primary	Middle
Personal development	Good	Good	Good

- Most students had positive attitudes toward school and persevered with their work. They focused on their learning objectives and worked cooperatively on tasks. Though slow to seek it, they responded positively to feedback and tried hard to improve their work.
- Students behaved well. They were courteous and respectful to adults and to each other. They understood the need for rules and exercised good levels of self-control. Incidents of bullying were very rare. The school was a safe and orderly community.
- Relationships between the staff and students were good. Students demonstrated polite manners and generally respected the needs and differences of others. The 'buddy' system supported positive relationships in class and students helped each other well.
- Students had a clear understanding of what constituted a healthy life style. They enthusiastically joined in a variety of physical activities and knew which foods were good for them. From school led projects they were aware of the dangers of obesity and how to make healthy choices.
- Students enjoyed school and as a result had good levels of attendance. Very few students were late to school. They arrived at their lessons on time.


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

- Students across all three phases fully understood the basic values of Islam and the impact of these values on everyday life and contemporary society in the UAE.
- Students respected and appreciated the heritage and culture that underpin and influence contemporary life in Dubai. Emirati heritage and culture were known and understood by students who recognised its importance, relevance and value to people in the UAE. Students were involved in a range of cultural activities such as the 'Let's Explore Wall' and conducted research about UAE history, customs and traditions.
- Students could talk in detail rather than depth about their own cultural activities in which they had taken part and the impact of their contributions to building multicultural awareness.

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

- Students were responsible members of the school and participated readily in activities that benefited the school and wider community. They supported charities, for example in the food donations they made to local labour camps.
- Most students had very positive attitudes to work. When given the chance they were very creative. Student initiated, innovative projects included a Kindergarten organic garden and a 'treasures from trash' challenge, a middle school e-waste collection campaign, and partnership projects with the Dubai Silicon Oasis Authority.
- Students cared about their school and the wider community. They were aware of the environmental issues in the UAE and supported the ideas of conservation, better management of resources and protecting the environment in the school, local and global communities.

### 3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Good	Acceptable	Good 

- Most teachers had good subject knowledge and used this competently to plan purposeful lessons that provided students with appropriate learning activities. When teaching was most effective, teachers used their knowledge well to motivate students, holding their attention by asking challenging questions that moved their learning on quickly. These strengths were not consistently evident in the Primary phase.
- Most lessons were effectively planned with learning expectations that were clear and suited to the abilities of the students. In the Primary phase, although the teaching was acceptable, there was a lack of success in achieving the intended learning outcomes. Too much time was spent on getting students to practise low level tasks and recall previously learned facts, rather than applying their thinking skills to enhance learning.

- Interactions between teachers and students were positive. When teachers used questions effectively, they targeted individuals to check their understanding. In less successful lessons, for example, in the Primary phase, teachers merely required students to recall basic facts rather than expecting deeper thought and responses. There was little dialogue beyond the teachers' talk and instructions, with little encouragement for students to explore their understanding.
- When teaching was good or very good, for example, in the Middle phase, teachers made sure that there were interesting activities, the work was challenging and students of all abilities were effectively involved and supported. This was strongest when teachers knew their students well and provided the right tasks, questions and opportunities for group work and discussion, as well as independent work.
- The most effective teachers expected students to work on problems for themselves and this encouraged them to be creative. This happened when teachers understood how students learned most effectively. Teachers planned to deliver critical thinking activities, but these were often missed due to time constraints or too much 'teacher talk' without enough student interaction.
- In Arabic as an additional language, teachers had secure subject knowledge and ensured that students were sufficiently engaged in lessons. Teaching strategies did not consistently meet the needs of different groups and individuals.

	KG	Primary	Middle
Assessment	Acceptable	Acceptable	Acceptable

- Internal assessment tests were linked well to the school's curriculum standards. Results provided the school with clear measures of students' attainment, but did not provide an accurate picture of progress over time.
- Benchmarking of students' academic progress against national and international expectations was acceptable. Participation of a greater number of students in international tests increased the accuracy of the evaluation of students' abilities.
- Assessment data was analysed in depth. Results of International Benchmark Tests were analysed at many levels to compare attainment within different grades and subjects. The analysis of test items was used systematically to identify strengths and weaknesses in the school's curriculum.
- Assessment information was used adequately to modify the curriculum. However, it was not used consistently to influence teaching or to ensure that good progress by students was the norm.
- Teachers had reasonable knowledge of the strengths and weaknesses in students' performance, but did not consistently use assessment information effectively to provide students with suitably challenging work.

#### 4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Good	Good	Good

- The curriculum was broad and balanced. It contained sufficient variety to maintain the interest of almost all students. All key subjects were included and each was given the appropriate amount of time. The curriculum was age appropriate and curriculum standards were in line with those of international cohorts.
- Progression through the curriculum was carefully monitored. Newly introduced topics built upon the students' previous achievements in the key subject areas. Careful attention was paid to progression from grade to grade as well as to the beginning and end of phases. Students were well prepared to take the next steps and advance to their next phases of education.
- Additional curricular choices were limited. The school offered instruction in three languages (English, Arabic, and Hindi), as well as access to music and art classes. Additionally, the school had a well-developed physical education programme with varied programming in the different grades.
- The relationships between curricular areas had strengthened since the previous inspection. Most lesson plans contained reference to cross-curricular links to different subject areas. The most frequently occurring links were those with reference to the UAE's culture and history.
- Major curriculum analysis and modification occurred on a yearly basis each March. Careful analysis of attainment and progress trends during the school year resulted in modification. For example, the extended opportunities for problem solving in mathematics.
- In social studies, the curriculum reflected a clear rationale for developing students' preservation of their identity and their understanding of the UAE and world cultures. Cross curricular activities provided good opportunities for students across all phases to involve themselves in a range of cultural activities.

	KG	Primary	Middle
Curriculum adaptation	Good	Acceptable	Acceptable

- The Kindergarten leaders had been successful in ensuring that teachers modified their lesson plans to meet the needs of various learners. Primary and middle school teachers analysed the data produced by the administration of internal and external assessments. When curriculum analysis indicated strands in which students did not do well, modifications to the curriculum were made in an effort to improve outcomes.
- For primary and Middle school students, the science, technology, engineering and mathematics (STEM) laboratory and 'free flow' experiences provided opportunities to develop innovation and problem solving skills. Older students took advantage of extra-curricular community links and academic competitions to broaden their experiences. An impressive array of extra and co-curricular activities, contests, competitions and sporting events complemented the academic curriculum so that most students had wider experiences.
- Lessons in English, mathematics, science, social studies, and Islamic studies frequently had significance to the UAE's culture and history. In mathematics, lessons on measurement began with reference to the ancient forms of measure developed in the Middle East. Science lessons about climate discussed the unique weather characteristic of the Emirates and the flora and fauna that have resulted from the arid conditions. Extended writing exercises celebrating the UAE National Day provided meaningful cross curricular links.



- The school provided Arabic lessons in the Kindergarten phase. Children learned the letters' sounds and shapes and used simple words and phrases.

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

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

- The school kept students safe. Recruitment of the staff followed good practice and met standard personnel requirements. Clear procedures protected students from bullying and from being abused on the internet.
- The school was kept exceptionally clean and the physical organisation provided an environment conducive to learning. The site was safe and secure. Supervision was effective.
- The building and site were exceptionally well maintained. Record keeping was very good. Fire extinguishers were checked biannually by authorised contractors. Buses met the Road and Transport Authority (RTA) standards.
- The school's physical facilities were superb and provided an outstanding environment for students. The site was fully wheelchair accessible. There were no adaptations for any staff members or students who might have a visual impairment.
- The school successfully promoted safe and healthy living through its promotion of regular exercise and its approach to persuade students to make good choices in their eating habits.

	KG	Primary	Middle
Care and support	Good	Good	Good

- The school took good care of students. Staff members knew their students' individual needs well. Relationships were usually mutually respectful. On a few occasions when some younger boys were insufficiently challenged in lessons, behaviour fell below that expected by the school. Systems across the school for managing behaviour were good.
- The school had accurate records of students' attendance and punctuality. Systems for monitoring attendance were rigorous and levels of attendance were consistently high. Enquiries were quickly made to individual parents regarding any unexplained absence by a student. The school considered attendance as a high priority that brought success.
- The identification of students with SEND had improved since the previous inspection. Fewer students were on the SEND register and their needs were generally accurately identified from a variety of assessments, including from outside specialists. The school had identified a number of students who were gifted and talented. Additional support activities were planned for these groups.
- The school provided acceptable and improving support for students with SEND and for those students who were gifted and talented. Most lesson plans were modified to meet individual needs, but not all teachers followed or used them effectively. More suitably qualified support staff and additional resources had been provided and the provision was appropriately managed.

- Students received good advice and support for their personal well-being from teachers, section leaders and the school counsellors. The good relationships throughout the school gave students the confidence to ask for advice when necessary. Academic guidance was provided in lessons and from a range of assessment outcomes. The school did not offer career advice to older students.

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

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

Acceptable

- The quality of special educational needs provision remained acceptable across the school but had begun to improve as the result of better identification of needs and enhanced leadership. Leaders were committed to improving SEND provision. The new SEND leader had clear ideas but these had not raised students' outcomes. Senior leaders had not reviewed practice in classrooms sufficiently to gain first-hand experience of the effectiveness of individual education plans or the quality of support in lessons.
- Identification of students' need was generally accurate and a range of assessments were used. The school involved outside specialists for more complex assessments and took advice from partner schools. Training for all the staff had been held to ensure a better awareness and understanding of the specific types of need students may have.
- Partnership with parents was good and enhanced the quality of support available to students both at school and at home. Parents appreciated the efforts made by the school on behalf of their children and valued the training they had received.
- Modification and support for students was good in the Learning Centres but acceptable in general lessons. Not all education plans gave clear guidance on the specific steps to be taken to achieve targets. Lesson planning was sometimes too vague about what students were expected to learn. In some lessons teachers did not follow their lesson plans, resulting in little modification of the curriculum for students with SEND.
- Progress overall was acceptable for most students with SEND but better in the Learning Centres as a result of tasks being better focused on specific learning needs. There were regular assessments made of individual student's progress. These assessments included information from parents, teachers, supervisors and senior leaders.

## 6. Leadership and management

#### The effectiveness of leadership

Acceptable

- The principal had a clear vision for the development of the school over time. Commitment to achieve the school's aims was shared by a knowledgeable middle management team. The leadership team had a good understanding of the National Agenda and were dedicated to the school playing its part in improving education in Dubai.
- Leaders at all levels had secure knowledge of the CBSE curriculum and were able to model effective teaching practices in their own lessons. The principal had clear understanding of how assessment information should be gathered and used to inform teaching. The understanding of middle managers was less secure and was not fully contributing to students achieving high standards, particularly in the Primary phase.

- Job descriptions provided all staff members with the expectations of them for making the school effective. Regular meetings between supervisors and the principal and among staff within departments contributed to a shared understanding of systems and procedures. Communication through in-house training, led by the principal, had brought improvement in the Middle phase, but had not led to consistently good quality outcomes in the Primary phase.
- Through their practice, leaders demonstrated the capacity to continue to improve the school. However, they had unrealistic expectations of the amount of improvement that had been made and of the training and time needed to realise the outcomes of their work.
- Leaders had successfully improved a number of important areas of the school's work; for example, the quality of teaching and learning in the Middle phase. There was still much work to be done to achieve consistent provision in the Primary phase that would match that of the Middle phase.

#### School self-evaluation and improvement planning

Acceptable

- Analysis of internal and international test data was thorough. This provided the school with a clear picture of what curriculum modifications were needed to help students be better prepared to improve the outcomes in international tests. The information was not used as effectively to help the school plan actions to improve the quality of teaching.
- The quality of teaching was monitored regularly by leaders at all levels. The strengths and weaknesses identified were not necessarily reflected in the overall evaluations. As a result, the school had an overly generous view about how well teaching was improving, particularly in the Primary phase.
- The school improvement plan was based on actions to address the recommendations of the previous inspection. Most actions were well considered and reflected the improvements needed, for example, in curriculum modification. Fewer actions were based on improving the quality of teaching. The action plan did not include success criteria related to improving outcomes for students.
- Progress had been made in addressing the recommendations from the last inspection. This had brought about improvement in the quality of teaching and learning in the Middle phase, leading to improved attainment and progress in English and science. Although some improvement was evident, the actions taken had not fully addressed the weaknesses in the use of assessment across the school or the inconsistencies in the quality of teaching in the Primary phase.

#### Partnerships with parents and the community

Good

- Parents received regular information about what their children were learning and how well they were doing. This helped them to make positive contributions to their children's achievement. Parents of children with SEND were fully involved in setting targets to help their children improve.
- Most parents spoke highly of the school and of their satisfaction with it. Most parents confirmed the inspectors' view that they worked in partnership with the school and that the school listened to their views.
- Reporting to parents was frequent and detailed. Parents fully appreciated the sharing of work sheets and curriculum information as well as results of internal and international tests. This helped parents to understand where their children needed the most help.

- A wide range of links with the wider community had a very positive impact on students' experiences. Outcomes of these links could be seen in students' very good personal development, knowledge of their own heritage, that of Dubai and the part they played in caring for their environment.

## Governance

Good

- Representation on the governing board included all stakeholders. This provided those involved with the school an opportunity to express their views and ensured that the board had an in-depth knowledge of the school's strengths and weaknesses.
- The Chief Executive Officer was an educationalist and had a very good understanding of the challenges faced by the school. He ensured that the governing board set key priorities for improvement, based on the information gained from close scrutiny of the school's work.
- The governing board had a very strong understanding of the statutory requirements for operating a school in Dubai and was vigilant in ensuring they were met. They used their knowledge and skills to exert a positive influence on the school's leaders. The governing board was aware of the barrier to school improvement created by high staff turnover and were supporting the school in overcoming this challenge.




## Management, staffing, facilities and resources

Good

- The school had a wide range of procedures and efficient systems to ensure the effective day-to-day operation of the school. Administrative staff were well briefed and carried out their roles diligently.
- The school was adequately staffed. The majority of teachers were qualified to degree level. A significant minority of those teaching mathematics and science did not have a subject specialist qualification. Only a minority of teachers in the Kindergarten held qualifications in early childhood development. Staff training was regularly provided. Training was targeted towards addressing generic teaching issues, but had not resulted in good teaching throughout the school.
- The premises were attractive and well maintained. Access was sufficient for all the staff and students, irrespective of their levels of mobility and included the provision of elevators and ramps. Classrooms were of good quality and sufficient in size to accommodate the number of students.
- Across all subjects, resources were sufficient to support learning effectively and were usually of an appropriate quality.

## 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	
<b>Parents*</b> 	2015-2016	1306
	2014-2015	815
<b>Teachers</b> 	145	
<b>Students</b> 	2	

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

- Almost all parents who responded agreed that their children were making good progress in English; the response was not as strong for mathematics and science.
- The majority of parents who responded did not know what progress their children were making in Islamic education and learning Arabic as an additional language. Almost all parents agreed that their children enjoyed school and were safe.
- A significant minority of parents did not know about the school's cyber safety policy.
- Almost all parents agreed the school helped their children develop a good understanding of the importance of Islamic values on life in Dubai.
- All teachers agreed that the school provided students with a caring environment and prepared them well for their next stage of life or learning.

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