

Gulf Indian High School...



National Agenda



Early Years



Special
Educational Needs



Innovation

Inspection Report 2015-2016

Gulf Indian High School

Curriculum: CBSE

Overall rating: Acceptable

Read more about the school



www.khda.gov.ae

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



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information 	Location	Al Garhoud
	Type of school	Private
	Opening year of school	1979
	Website	www.gihsdubai.com
	Telephone	04-282-4455
	Address	PO Box 646, Dubai
	Principal	Bala Reddy Ambati
	Language of instruction	English
	Inspection dates	26 to 29 October 2015
Students 	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	Kindergarten 1 to Grade 12
	Number of students on roll	2,394
	Number of children in pre-kindergarten	0
	Number of Emirati students	0
	Number of students with SEND	163
	Largest nationality group of students	Indian
Teachers / Support staff 	Number of teachers	154
	Largest nationality group of teachers	Indian
	Number of teaching assistants	18
	Teacher-student ratio	1:16
	Number of guidance counsellors	3
	Teacher turnover	30%
Curriculum 	Educational permit / Licence	Indian
	Main curriculum	CBSE
	External tests and examinations	IBT
	Accreditation	None
	National Agenda benchmark tests	IBT

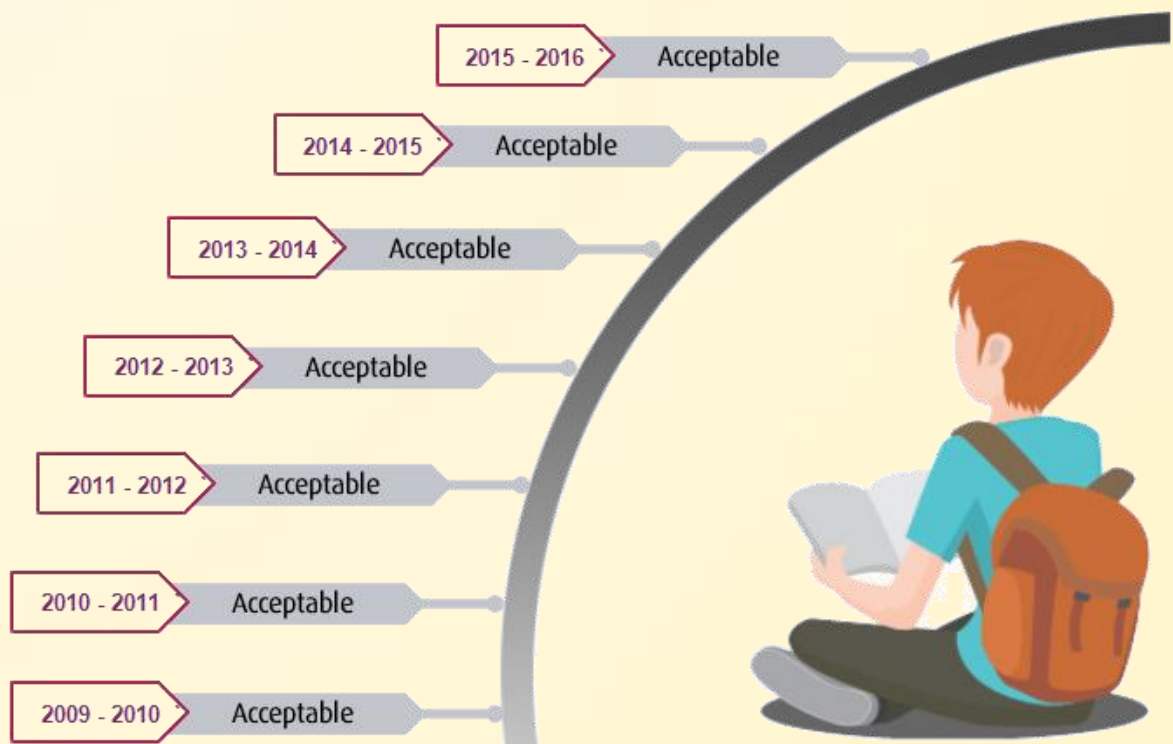


Summary for parents and the community

Gulf Indian High 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 quality of education provided by **Gulf Indian High School** was **acceptable**.

- The children's attainment and progress in the kindergarten (KG) in learning English, mathematics and science had improved since the last inspection; it was good, as it was in Islamic education across all phases. Students' attainment and progress in the other key subjects was varied across the phases of the school. In English, mathematics and science in the secondary phase, attainment and progress were good, apart from in mathematics, where progress remained outstanding. Students' progress in mathematics was good in the primary, but had declined in the middle phase, where it was acceptable. Attainment and progress in the other key subjects was acceptable, apart from Arabic as an additional language, where attainment was weak in both the middle and secondary phases. Progress in Arabic was weak in the secondary phase. Students in the KG took active roles in their learning; for example, they took the lead in making class presentations. Students' critical thinking skills were best developed in the secondary phase.
- Across all phases of the school, almost all students were keen to learn and succeed. They behaved very well, were respectful of each other and the staff, and knew how to keep themselves safe and healthy. Students' understanding of the values of Islam, and of the heritage and culture of the UAE were particularly well developed in the middle and secondary phases. Across the school, students knew the value of hard work and older students had won awards for enterprise.
- Teachers in the KG planned lessons well to meet the children's needs. Teachers in the secondary phase took care to develop students' critical thinking through student-led projects, for example in science, or challenging debates in English. In other phases a majority of teachers ambitiously used many different strategies to help students learn. Teachers in the KG used their knowledge of what children knew and could do to plan lessons that enabled further progress. In other phases teachers did not do this as consistently or effectively.
- The school's curriculum was generally well-planned. Students could choose from a wide range of additional languages. Choices were fewer in the secondary phase. Teachers adapted the curriculum to meet the needs of particular groups, but did not consistently follow their plans in lessons. The UAE's values, culture and society were a feature of many lessons beyond the social subjects.
- The school's arrangements to safeguard students' health, safety and well-being extended from site security, to well-organised arrangements for school transport, to the provision of advice and guidance that helped students make healthy lifestyle choices. Arrangements to identify students with special educational needs and disabilities (SEND) were timely and well-developed. Careers advice and guidance were appropriately provided to the older students.
- The principal had overseen important improvements since the last inspection. Senior leaders, with the support of the governors, had developed training programmes for teachers. These were helping teachers improve their understanding of effective teaching, learning and assessment. This had led to improved outcomes for children in the KG. Senior leaders, including the principal, based their improvement plans on broadly accurate understanding of what the school did well and needed to do better. The premises and resources for teaching and learning remained adequate.



What did the school do well?

- The children's good attainment and progress in the three key subjects in the KG.
- The quality of students' personal development, their understanding of the importance of Islamic values, and their social responsibility in actively caring for others and for the environment.
- The school's approach to keeping students safe and supporting them to make healthy lifestyle choices.



What does the school need to do next?

- Improve leadership and self-evaluation by:
 - ensuring that improvements include clear measures of what will change for learners in classrooms;
 - ensuring that every leader understands what constitutes good learning, attainment and progress;
 - providing training for teachers to help them address weaknesses so as to improve their students' learning, attainment and progress.
- Improve students' attainment and progress in learning Arabic by:
 - improving teachers' understanding of how students learn an additional language
 - ensuring that teachers have high learning expectations of all students.
- Improve the ways teachers find out what all students know and can do, so that:
 - they quickly adapt tasks and activities to help all students learn something new
 - they set tasks and activities that require students to think for themselves
 - students' attainment, progress and learning skills improve in all subjects.
- Improve the ways teachers support students with SEND, or who may be gifted and talented by:
 - setting tasks and activities that allow students to develop their gifts and talents to the fullest extent
 - supporting students with SEND to take part fully in lessons and to achieve ambitious individual targets.



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

- The SEND department team had made very good progress to make sure that teachers knew their students well and had good advice to meet those students' needs.
- In some classrooms, the advice from the department had made a big difference for the students, but in many classrooms the advice had not changed the way the teachers helped their students learn.
- Some teachers were able to get the best learning from students because they expected the most and skillfully gave advice. Many lessons happened too quickly for students with SEND, or the things they were asked to do were inappropriate for them.

National Agenda Parameter



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

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

Main points:

- The school did not fully meet the registration requirements of the National Agenda Parameter. Progress towards National Agenda targets was as expected.
- The school's leaders had raised students', parents' and teachers' awareness of the National Agenda targets and what needed to improve; specifically the ways by which teachers teach and students learn.
- Curriculum planning took greater account of critical thinking and problem solving skills. The teachers of key subjects were beginning to set higher order thinking questions similar to those found in international assessments.
- In lessons, students did not experience such critical thinking and problem solving exercises consistently or at the right levels of challenge. Overall, teachers' expectations of what students should be able to do were not high enough. In the best examples, such as the 'flipped classroom,' students taught their classmates what they had learned through research at home.
- The school's leaders understood the need to raise teachers' expectations of students' attainment. Teachers needed to better understand how critical thinking and problem solving skills can be developed during lessons.

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:


- School leaders had a clear vision for promoting a culture of innovation throughout the school. Teacher training and collaborative teamwork focused on ways to promote innovation skills, such as students' investigative skills for extended learning and real world applications. School leaders had provided a variety of resources to support and incubate innovation, although these resources varied across the phases. Extra-curricular activities enhanced and enriched the curriculum and promoted students' innovative thinking through integrated and creative projects. Opportunities for students to develop their leadership and entrepreneurial skills were promoted through partnerships with parents and governors.

Overall school performance

Acceptable

1. Students' achievement

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable	Weak
English 	Attainment	Good 	Acceptable	Acceptable	Good
	Progress	Good 	Acceptable	Acceptable	Good
Mathematics 	Attainment	Good 	Acceptable	Acceptable	Good
	Progress	Good 	Good 	Acceptable 	Outstanding
Science 	Attainment	Good 	Acceptable	Acceptable	Good
	Progress	Good 	Acceptable	Acceptable	Good

	KG	Primary	Middle	Secondary
Learning skills	Good 	Acceptable	Acceptable	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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



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	Good ↑	Good ↑
Science	Good ↑	Good ↑

- In English, the majority of children's literacy skills were above the standards expected for their ages. The majority read books that were at a first grade level. The majority could write complete sentences independently and creatively about events in their own lives. The children, as learners of English as an additional language, were also able to communicate effectively their learning and other ideas.
- In mathematics, the majority of children's numeracy skills were above the standards expected for their ages. Mathematical operations were also above the expected attainment levels. For example, the children were able to use drawings to show addition, using examples familiar to them in their daily lives.
- In science, the majority of children's understanding of the world and their place in it was above the standards expected for their ages. During lessons the children used investigative skills to explain real world problems, such as why they should recycle things. They helped to plan and participated in a school clean-up day.

Primary

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

- In Islamic Education, most students were knowledgeable about the five pillars of Islam and their significance. They had a clear understanding of the laws of worship. They were aware of Prophet Mohammed's (PBUH) "Seerah" and how parts of it can be interpreted, especially in the upper years of this phase. Students were beginning to show slight progress in their recitation skills.
- In learning Arabic as an additional language, most students had developed a diverse range of vocabulary words, some of which were used in their sentence writing, usually following a simple model. Students were seen to be hesitant in speaking without their teachers' assistance and modelling. Students were making adequate progress in using the Arabic language in their workbooks, but not as much in their daily classroom communications.

- In English, most students were developing their skills in listening and reading, speaking and writing at standards in line with expectations for their age groups. Students' performance on internal examinations indicated acceptable levels of attainment and progress. Across the primary phase, most students' listening and reading skills were more advanced than their speaking and writing skills. When given the opportunity, the majority of students willingly discussed their ideas. This helped them develop their thinking and expand their learning by building upon what they already understood. It also helped them write at greater length, but this was not consistently the case. Not all students took part in external examinations. Results by those who did were broadly in line with the curriculum standards.
- In mathematics, most students were developing their understanding of numbers and quantity, shapes and measurement, at standards in line with their age groups. A majority solved problems on their own or in groups, and showed clear understanding of basic mathematical concepts. Some students were keen to take on challenges and were willing to try out different strategies that they thought might work. Not all students took part in external examinations, but the results for those who did were broadly in line with the standards. On internal tests, students showed good progress. The progress in lessons in relation to the learning objectives was good by a majority of students, with their computational skills usually stronger than their reasoning skills.
- Most students were developing their understanding of scientific topics at standards in line with their age groups. Most students understood, for example, basic ideas about food chains and how they help us survive. However, most students lacked sufficiently detailed understanding of such topics. Not all students took part in external examinations. Of those who did, most students' underdeveloped reading writing and speaking skills for science constrained their learning and achievement. Students' attainment on internal examinations showed them to be in line with the standards expected for their ages. The progress of students with SEND was acceptable.

Middle

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

- In Islamic education, most students progressed steadily in their understanding of the required Islamic concepts and beliefs. They had developed a deep understanding of the 'Seerah' of Prophet Mohammed (PBUH) and the stories of prophets. Their emerging inquiry skills in lessons were helping them deepen their knowledge and ability to interpret a number of Hadeeths and a range of required Surahs of the Holy Qur'an.
- Most students had great difficulty using the Arabic language when speaking and writing. They had adequate listening skills, but were able to respond only when the text included familiar vocabulary, or when English translation was provided. Most students were making adequate progress in their reading and listening skills in this phase.


- In English, most students were developing their skills in listening and speaking, reading and writing in line with expected standards as measured by internal examinations. By Grade 8 the majority of students had developed their oral skills so that they could present their learning to their peers. Students read short texts and reached conclusions based on accurate understanding. Such collaborative learning was not a consistent feature of students' learning in all year groups.
- For most students, basic understanding of algebra, data use, numbers and geometry was evident in their calculation skills, in line with the curriculum standards. Students were particularly engaged in lessons that provided specific levels of challenge, causing some of them to think through problems using reason. A few students undertook critical thinking tasks independently, including those using information and communication technology (ICT), and explained their thinking well to others. For the majority of students these were developing skills. Internal assessments showed that most students improved in their knowledge, skills and understanding by the end of this phase, while their application and understanding of these skills was less developed. All groups of students made the expected progress.
- In science, students' attainment and progress were acceptable when compared with the Indian curriculum standards. Students were ready to learn how science can be used to explain our survival as humans. They were often limited to simple activities such as labelling parts of the body, rather than explaining how the different parts work together to give us energy. Although students regularly carried out research investigations, there were not enough opportunities for students to put forward their own ideas, which they might investigate. Students' attainment over the past three years had been acceptable. The progress of students with SEND was also acceptable.

Secondary

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





- Most students at the secondary phase were progressing steadily in the understanding of a range of verses of the Holy Qur'an. They were able to interpret them and make direct connections of their meanings to their daily lives. They understood how the Hadeeths have impact on the daily practice of Islam. They were progressing in their learning of Islamic concepts such as "Shareeha" and "Fiqh" laws.
- In learning Arabic as an additional language, students were making weak progress, leading to weak attainment. Students needed continued guidance to communicate orally and in writing. They understood spoken discourse only when it included some familiar terms and they could respond with basic phrases. Students were not appropriately challenged by the curriculum in this phase.
- In English, the majority of students attained above expected levels in both internal and external examinations. The majority were developing their skills well in speaking and listening, reading and writing through a wide range of activities, including presentation and debate. When they had the chance to do so they enjoyed challenging each other's thinking. Students developed their reading and writing skills particularly effectively when they engaged in research to prepare presentations to classmates. Such activities developed students' active and accurate use of appropriate vocabulary.

- Students' attainment in mathematics was at a high level, as they demonstrated their understanding of the knowledge and skills needed within the CBSE curriculum. Most students were proficient in using formulae, functions, calculations and solving complex problems. A majority of students showed initiative; they created presentations and applied the concepts across subjects. Over the past three years, students attained high standards in the CBSE examinations. Against their starting points, most students made very strong progress.
- Students' attainment and progress in science varied in the secondary phase, but were good by Grade 12. The progress of students with SEND was acceptable and there were no gaps between how well girls and boys were learning. There was little difference between how well students learnt in biology, chemistry and physics. Students filled gaps in their knowledge through research projects which tried to answer some complex questions. Students' attainment over the past three years was similar to this year.

	KG	Primary	Middle	Secondary
Learning skills	Good 	Acceptable	Acceptable	Good

- The majority of students were highly motivated learners across all phases of the school. When given the opportunity, students took responsibility of their own learning. They increasingly took the lead in making presentations to their classmates and discussed enthusiastically what they had heard.
- Most students collaborated and interacted with their peers to share ideas meaningfully and to deepen their understanding of the concepts in most subject areas. However, lessons in Arabic were often over-guided and structured by their teachers, which hindered their interactions.
- Particularly in secondary phase, students were able to make direct connections between areas of learning and real life. In other phases this connection was not so evident, because lessons were rushed and the connections were not discussed thoroughly.
- In the primary and middle phases, students were not provided with adequate opportunities to develop their higher thinking skills, because lessons were of short duration. Nevertheless, these skills were well developed in the secondary phase. Technology skills were rarely used by students in classrooms.

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

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

- Almost all students at all levels, from the KG to Secondary, were keen to learn and succeed. They were open to new ideas and appreciated feedback that helped them learn. Across the school, co-operative and respectful behaviour was the norm.
- The Middle and Primary students were developing the positive attitudes modelled by the Secondary students. Students in all phases consistently behaved well. Almost all showed self-discipline, respect and consideration for others, including the staff and other students, especially those younger than them.
- Almost all students at all levels showed supportive behaviour towards each other. They were sensitive to the needs of their peers and the younger students. Relationships between students at all levels and the staff were characterised by respect.

- Across the school almost all students demonstrated their ability to make safe and healthy choices regarding food, cleanliness, and activities. They were conscientious about safety in daily activities, including physical education and sport.
- The attendance and punctuality of students across all phases were very good.


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

- Students, especially in the upper grades, deeply understood and appreciated the values of Islam and how they impacted their lives in the UAE. They had an understanding of the Muslim identity of the UAE and how this made it culturally distinct from some other places in the world.
- Students in different phases had a strong understanding of the current advancements in the UAE and how these have impacted the culture and its global role. They had a clear respect for the values and heritage of the UAE, and had personally experienced those values in their daily lives.
- Students exhibited secure understanding of their own culture and could compare it with a few other world cultures. They knew about a range of visible features of other cultures. Particularly in the primary phase, students had scope to deepen their views and understanding about ways of living and cultural meanings


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

- Students at all levels well understood community spirit. KG children planned their own environmental activities. Many more students up to and including the secondary phase played leading parts in raising money for disaster relief in various parts of the world. Older students visited centres for people with SEND. A few students at all phases took on key roles as prefects or school council members.
- Students across the school understood the value of hard work and enterprise. By the time they reached the secondary phase, students regularly supported and challenged each other's thinking in lessons. There were examples of groups of students working very well together to think creatively. Their idea for a business 'app' had seen them awarded a trophy in the 'Skyline University Business Talent Hunt 2015.'
- Most students in all phases and almost all in the secondary had very well-developed understanding of environmental issues. They engaged in environmental activities such as beach cleaning and recycling. There was scope to develop students' leadership of such activities, particularly in the primary and middle school phases.

3. Teaching and assessment

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

- In the primary and middle phases there were some gaps in teachers' otherwise strong subject knowledge, which affected how well students learned. A majority of teachers, trying to be ambitious, used too many teaching strategies. They were too often concerned that the activities flowed quickly and smoothly, rather than focusing on how much thoughtful and deep learning took place. Progress by students slowed in these lessons as a result.
- KG teachers questioned more effectively because they knew their children well and targeted their teaching through small focus groups. In the primary and middle phases, teachers mainly questioned to check students' factual recall. This did not sufficiently help students to deepen their learning through discussion. By Grade 12 in most classes, students questioned each other, refining their ideas. This helped students make better progress.
- Most KG teachers planned and adjusted their lessons well using good knowledge of children's interests and capabilities. As a result, most children undertook tasks that were well-matched to their ability and that interested them. In the other phases, the majority of teachers frequently used whole class teaching to ensure that everybody learned the key ideas. This strategy did not enable students capable of learning faster to do so. Nor did it sufficiently support those students requiring more help.
- The opportunities for students to engage in critical thinking varied across the school, although more frequent in the secondary phase. Students had to think harder than usual in some lessons in Islamic Education and French. Student-led projects in science and challenging debates in English in the secondary phase helped students analyse and solve problems. Overall, teachers often had insufficiently high expectations of what their students could achieve. This was particularly true in the primary and middle phases.
- In teaching Arabic as an additional language, teachers' knowledge of how students learn a second language was insecure. Teachers provided only limited opportunities for students to be independent learners. Teachers' strategies were limited, often inhibiting students' ability to think critically and apply their learning effectively.

	KG	Primary	Middle	Secondary
Assessment	Good 	Acceptable	Acceptable	Acceptable

- The school's arrangements to assess students' attainment and progress were most accurate and useful in the KG. This allowed KG teachers to adjust their lessons and interactions to meet students learning needs better. In other phases, internal assessments provided a broadly accurate picture of students' attainment and progress.
- All students in the secondary phase sat external assessments, and a sample of students in other phases sat other international assessments, such as the International Benchmark Tests (IBT). The number of students in these samples was not sufficient to provide consistently accurate and reliable information about the entire student cohort.

- The school's senior and middle leaders had shared information on students' progress with teachers, so that they could plan lessons more closely matched to students' learning needs. Teachers' use of this information was strongest in the KG. In the primary, middle and secondary grades, teachers did not consistently set suitable tasks and activities for different groups and individuals in lessons.
- Most teachers in the KG had useful knowledge of individual children's strengths and areas of need. Teachers gave adequate oral and written feedback to students most of the time. This often conveyed further expectations of what needed to be done in order to improve. Such practice varied in other phases.
- Across all phases of the school, a minority of students were beginning to evaluate their own learning using 'reflective learning journals.' This habit was at an early stage and had not enabled students to build a detailed understanding of what they did well, and how they could improve their learning.

4. Curriculum

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

- The school's curriculum was very soundly based on the Indian CBSE standards. Senior leaders had ensured that skills as well as knowledge were clearly identified in the key subjects. They had also ensured that the curriculum at each phase was well-matched to students' ages, and that it allowed them to build upon what they already knew and could do as they progressed through the school. This was the case in most subject areas.
- Students had choices in additional languages all through the primary and middle school phases, with an impressive range of additional language options, linked to their families' culture. There was some curricular choice available in the secondary phase, but an expansion of opportunities was needed.
- Cross curricular links were planned and took place in the best lessons. When done well, the cross curricular topics fitted the overall theme of a curricular unit. Further development was needed to ensure that these links were meaningful in daily lessons.
- The curriculum had been thoroughly reviewed in great depth and modifications had been made this year. Plans were in place for future regular review, and subsequent adjustments.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑

- Adequate modifications for most groups of students was part of the curriculum as taught. Teachers had not consistently effectively addressed students' different ability levels or learning styles. Modifications for students with SEND were followed only in some classes. The needs of different ability groups were addressed through the 'all-most-some' approach to curricular objectives, with varied results.
- Student-initiated projects on different topics, club activities, class trips and visitors all helped to enhance and enrich the curriculum. Some opportunities were in place for students to be creative in developing projects, or to participate in a range of extra-curricular activities, based upon their interests.

- An appreciation for the UAE's values, culture and society was present in the social studies curriculum and was woven through many subjects across the curriculum.

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

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

- All staff members and students were aware of arrangements for child protection. The school had taken action to protect students from all forms of bullying. These actions included 'cyber-safety' advice to students to help them stay safe when online.
- The school environment was safe and secure. Students were well-supervised, often by their peers as well as by teachers, around the school. Staff members supervised the arrival and departure of school transport during both daily sessions of the school. The systems to check and guide key aspects of students' health and well-being were efficient overall.
- The school premises were kept in sound repair. Equipment was well maintained and the school kept accurate records. Teachers of science were aware of the need to track the safe disposal of old or surplus chemicals.
- The premises provided a safe physical environment which met the needs of all users.
- The school promoted students' safe and healthy living in a range of ways. For example, students displayed their understanding at assemblies, and benefited from daily health advice, and regular well-being activities such as Yoga.

	KG	Primary	Middle	Secondary
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Relationships between the staff and students were courteous. Teachers were very well-disposed towards their students. Most showed high levels of discipline and personal responsibility. The staff conscientiously recorded any episodes of indiscipline and kept parents informed as to how they might help and support students.
- The school had efficient systems to monitor absences. The school routinely contacted parents early on the first day of absence, which meant that medium or long term absences seldom developed. High levels of supervision and a relatively secure site meant that the school staff was confident that students remained on site.
- The identification and diagnosis of students who had SEND was timely and well developed. This was evident throughout the school. In the KG the teachers had identified children just after entering school who might be at risk of under-achievement or require further support.

- Teachers and parents worked together on the identification of individual students' special educational needs. This contributed to the eventual diagnosis of needs and was slowly leading to changes in teachers' practice. The identification of gifted and talented students was at a very early stage and had yet to formally influence the work of most teachers.
- Systems for monitoring students' well-being were effectively organised and delivered, and informal monitoring was strong. This was enhanced by a greater emphasis on personalising the curriculum, and ensuring that students at risk were a priority for monitoring and guidance. Students presented excellent role models for moral education during assemblies. In the best lessons, links with well-being were explored and promoted. Careers advice and guidance were appropriate for almost all 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 SEND department had undergone significant change and had been given fresh impetus and additional resources. The new team was well qualified, capably led and well organised. It had begun to have a positive influence in the classrooms, with clear curriculum modifications formulated by the department. Parents were supportive of the changes and reported improved outcomes for their children and good support for learning at home.
- The identification of students with SEND or at risk of under-achievement was developing strongly with clear pathways of diagnosis, both internal and external. Individual education plans and personal education plans clearly identified students' needs and what teachers needed to do to meet them. These had not led to the necessary changes being made in many classrooms, which was where the students undertook most of their learning.
- In the best lessons teachers had high expectations of students with SEND. They suitably adapted tasks to support learners to achieve their targets, clearly based on specialist advice. In the majority of lessons, teachers had lower expectations for SEND students. This led to students falling behind. The fast pace of many lessons and the lack of thinking time frequently prevented students from contributing to their lessons or absorbing what the lesson was about. Too often tasks were given which required skills and knowledge students did not yet have.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The principal had a clear vision for the school's improvement, in line with local and national priorities. For example, measures taken since the last inspection had improved important aspects of provision for students with SEND. School leaders remained clear about their aim to become an outstanding school.
- Most leaders at all levels had a growing understanding of effective practice in teaching and the assessment of learning. Collectively, the school leadership team was maintaining a positive climate for learning across the school. This included the improved context of the KG.

- Almost all leaders across the school had clear roles and responsibilities. Almost all knew what was expected of them, for example, in helping the school make its contribution to the fulfilment of the UAE National Agenda. Morale across the leadership team was very positive.
- The principal and senior leaders had ensured that the school had improved curriculum quality and design across all phases. KG children's attainment and progress in English, mathematics and science had improved. Teaching, especially in the primary and middle grades, was not of consistently good quality. The principal had ensured that the school was compliant with statutory requirements.

School self-evaluation and improvement planning

Acceptable

- The school's self-evaluation processes were increasingly based upon performance data of various types. Self-evaluation had helped the principal and his leadership team arrive at a broadly realistic view of the majority of its key priorities.
- School leaders monitored teaching but did not focus sufficiently on the quality of students' learning skills, and their attainment and progress in lessons. As a result, students' performance was not improving consistently across all phases.
- School improvement plans contained appropriate actions including, importantly, relevant development opportunities for teachers. Actions taken had led to improvement, for example, in students' attainment and progress in the KG, but improvement in students' achievement in other phases was less evident.
- The school had improved the quality of its curriculum and this was beginning to improve students' experiences in lessons; for example, in mathematics. There was more to do to improve students' attainment and progress, particularly in learning Arabic. Teachers' practice, particularly in the primary and middle phases, was not consistently meeting students' learning needs. Students' learning skills, including critical thinking, remained underdeveloped from the early years onwards.

Partnerships with parents and the community

Good




- The school provided regular reports to parents about their children's progress and their next steps in learning and personal development. There were regular opportunities, both formal and informal, for parents to consult teachers.
- The school successfully engaged parents as partners in their children's learning and in school life. The school's leaders and governors considered the views of parents when developing priorities. For example, in planning the introduction of new technology through students' use of their own devices, the staff addressed parents' concerns about safety and security. The staff responded positively to parents' and students' wishes for the provision of sports sessions on weekends. A number of parents acted as learning support assistants.
- The school communicated effectively with parents in a range of ways through e-mails, newsletters, text messages and telephone calls. Parents received regular advance notice of upcoming lessons, and school personnel were accessible to parents. The school made regular contributions to local national and international communities, through, for example, charitable fundraising to help victims of natural disasters. Links to other schools, both within Dubai and in India had fostered students' understanding of broader communities.

Governance	Acceptable
<ul style="list-style-type: none"> The governing body included co-opted parents and students among its members. Through their daily presence in the school, the owners gained detailed awareness of the school, its strengths and areas requiring improvement. They had a detailed understanding of the recommendations from the previous inspection report and had overseen the school's actions in response to those recommendations. The governing body met regularly in the course of the school week with the principal and at regular intervals over the school year. The owners regularly visited classrooms and took active roles in the life of the school. By these means they felt well-informed and enabled to hold school leaders accountable for improvements. Governors were aware that their day-to-day monitoring was not complemented by a more formal and objective periodic review of performance. Plans to expand the school, noted in last year's report, had not proved feasible to implement. In other respects, the governing body continued to exercise positive influence upon the school's direction. They recognised that further improvement was required in a number of key areas. They were also focused on meeting the school's National Agenda targets. 	

Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> The school ran very smoothly on a daily basis, despite the necessity of conducting lessons in two sessions to accommodate the number of students enrolled. The school's procedures and routines were effective, overall. Thirty-five minute lessons constrained some aspects of teaching and learning experiences. The school was adequately staffed. Teachers participated in professional development clearly linked to the school's improvement priorities. School leaders had introduced an appraisal system to help evaluate teachers' performances and middle leaders had undergone appraisal training. The impact of these was yet to be seen. The premises were adequate. They included specialist accommodation for science and a small library with online access to a virtual library. The environment for students and the staff was adequate. The school had not been able to expand into neighbouring accommodation as planned. As a result, accommodation remained limited and facilities such as the library remained underdeveloped. Resources remained adequate to support teaching and learning. However, despite the positive benefits of exercises such as the 'flipped' classroom, students still had limited access to ICT in their daily lessons. 	

The views of the parents, teachers and students

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

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	226
	2014-2015	882
Teachers 	136	
Students 	363	

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

- Only a minority of parents and senior students, and almost all teachers, responded to their surveys.
- Most parents were satisfied with the quality of education provided by the school, felt the school listened to their views, and that their children enjoyed school. Most found school reports helpful and thought the school prepared their children well for their next stages of education. Almost all agreed their children felt safe in school, and most agreed this was the case on school transport. Parents were less certain of the arrangements to help their children stay safe online.
- Most senior students felt well-supported by teachers and that their school reports were helpful. Almost all felt safe in school and most on school transport and when they were online. Only a small majority of students thought that the range of extra-curricular activities was satisfactory.
- Teachers were positive about almost all aspects of the school, particularly about their students. Only a majority felt there were clear arrangements for salary increments.

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