




Gulf Indian High School

 Curriculum: CBSE

Overall Rating:

Acceptable



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

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



| General information | |
|-------------------------|--------------------------|
| Location | Al Garhoud |
| Type of school | Private |
| Opening year of school | 1979 |
| Website | www.gihsdubai.com |
| Telephone | 00971-4-2824455 |
| Address | P.O.BOX 646, DUBAI, UAE |
| Principal | MUHAMMAD ALI KOTTAKKULAM |
| Language of instruction | English |
| Inspection dates | 10 to 13 October 2016 |

| Teachers / Support staff | |
|---------------------------------------|--------|
| Number of teachers | 163 |
| Largest nationality group of teachers | Indian |
| Number of teaching assistants | 20 |
| Teacher-student ratio | 1:15 |
| Number of guidance counsellors | 3 |
| Teacher turnover | 32% |

| Students | |
|--|----------------|
| Gender of students | Boys and girls |
| Age range | 4-18 |
| Grades or year groups | KG 1-Grade 12 |
| Number of students on roll | 2468 |
| Number of children in pre-kindergarten | Not applicable |
| Number of Emirati students | 0 |
| Number of students with SEND | 241 |

Largest nationality group of students Indian

| Curriculum | |
|---------------------------------|-----------------|
| Educational permit / Licence | Indian |
| Main curriculum | CBSE |
| External tests and examinations | ASSSCE, AISSCE. |
| Accreditation | None |
| National Agenda benchmark tests | CAT4, IBT, GL |



The DSIB inspection process



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

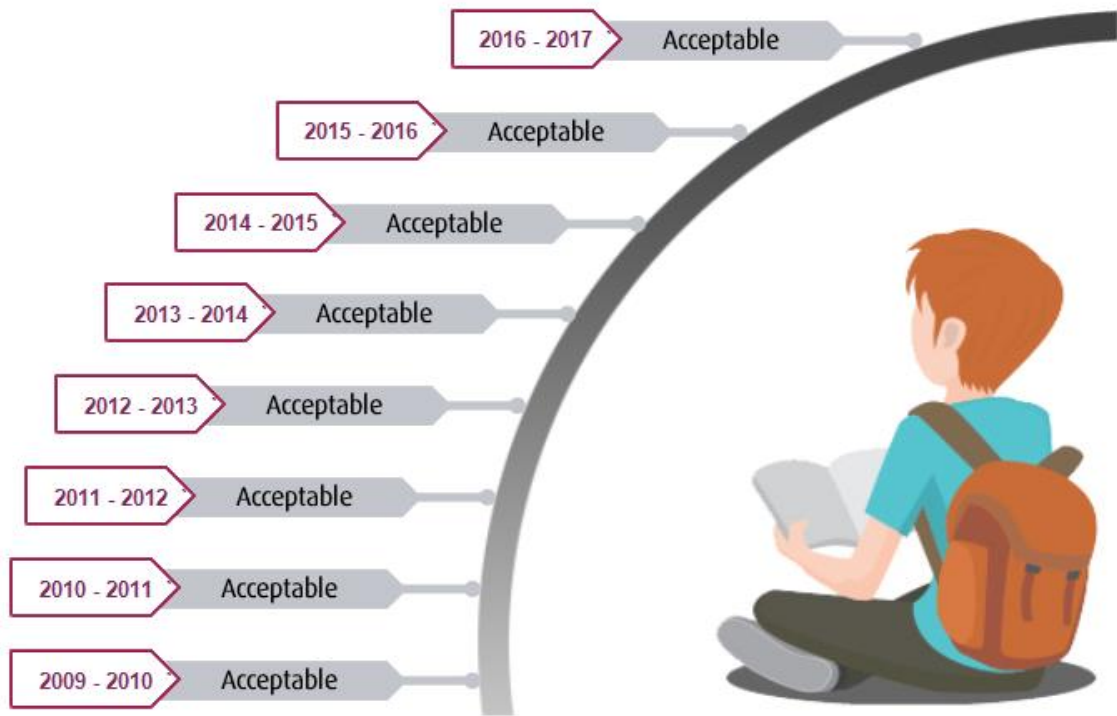
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

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

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

Inspection journey for Gulf Indian High School



- The Gulf Indian High School opened in 1979. Student numbers increased steadily at the start but in recent years, the school has reached full capacity. It has not improved on its initial 2009-10 inspection judgement of acceptable. At the time of this year's inspection the school has 2468 students, aged from four to 18 years. The principal has been in post for just over two months, while the head of morning school has been with the school for only a few weeks. Teacher turnover is 32 per cent, a similar figure to the previous year.
- The previous inspection acknowledged strengths in students' personal and social development, the strength of the provision in Kindergarten, and the school's approach to keeping students' safe and supporting them to make healthy lifestyle choices.
- Recent recommendations focused on the need to improve leadership and self-evaluation, teaching, particularly in Arabic as an additional language, assessment and the support of students with a special educational needs and disability (SEND).



Summary of inspection findings 2016-2017



Gulf Indian High School was inspected by DSIB from 10 to 13 October 2016 . The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' attainment and progress are good in Islamic education and in English, mathematics and science in the Kindergarten (KG). Attainment and progress in Primary is generally acceptable. However, in the middle phase they are mostly good. In the secondary phase English attainment and progress is very good. In secondary mathematics, attainment is very good, while progress is outstanding. However, attainment and progress in Arabic as an additional language in this phase, remains weak. Students' learning skills in KG and secondary are good, while in other parts of the school they are acceptable.
- Students' personal development across all phases is a strength of the school. Students' attitudes, behaviour and relationships with teachers and peers is very good. The understanding of Islamic values and awareness of Emirati and world cultures in the middle and secondary phases is also creditworthy.
- Teaching in the KG and secondary phases is good. Students in these phases make good progress in almost all subjects. In the primary and middle phases resources are not always used effectively to enable students' to learn. The school does not make the best use of its assessment information to inform planning.
- The school's curriculum is broad and increasingly supported by a range of activities that develop knowledge, skills and understanding within the various subjects. The curriculum is modified to meet the learning needs of most groups of students. However those with SEND are not well served as individual education plans are not sufficiently aligned to their specific learning needs.
- The provision for health and safety, including the arrangements for child protection are efficient and effective. Staff-student relationships are respectful and leaders enable a supportive and caring atmosphere to thrive. However, there is scope for better career advice and guidance.
- The new leadership team is in the early stages of developing plans to move the school forward. They share a vision of having happy, creative and innovative students. The systems for school self-evaluation are developing, but the accurate analysis of data restricts improvement planning opportunities. The role of the governing board needs better clarity and a mixture of appropriately qualified stakeholders to hold the school to account on its improvement journey.

What the school does well

- The strong CBSE examination results including the outstanding English results in Grades 10 and 12.
- The quality of students' personal development across the school.

Recommendations

- Improve the ability of teachers' in all subjects to accurately assess students' learning by:
 - Constructing simple learning objectives and success criteria when planning their lessons
 - Sharing these learning objectives with students at the beginning of lesson and using them at the end of the lesson for student self- and peer- evaluation and the teachers' plenary
 - Using appropriate and effective questioning in lessons to provide greater challenge and importunities for student involvement
 - Using oral and written feedback to students' on their progress in achieving learning objectives.
- Improve the ability of senior staff to evaluate assessment data and use the findings as a basis for school self- evaluation, improvement planning and strategic thinking, to enhance the curriculum and teaching.
- Improve the ability of the governing board to hold the school accountable for its actions and performance by increasing their responsibilities and involvement in the school.

National Agenda Parameter



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

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

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

-
- The school fully meets the registration requirements for the National Agenda Parameter.
- Attainment as measured by the National Agenda Parameter tests in mathematics and science is not secure. In English it meets expectations.
- Although senior leaders have attempted to compile summary information relating to the standards in core subjects based on test results for English, mathematics and science, this has had little impact on strategic decision making. Test results outcomes have been communicated to parents and students, but the governing body has not been updated. Subject leaders have analysed data and prepared an action plan in response to the findings. However, the impact on classroom practice is not yet evident.
- The school aligns the curriculum in English, mathematics and science to the expectations of the international assessments and students regularly attempt sample questions from these. However, practical examples to enhance and apply their learning remain underdeveloped.
- The school has made accommodations for identified weaknesses in reading comprehension and complex vocabulary. However, teaching does not effectively promote the development of students' critical thinking skills or prepare them well for participation in international assessments. There are insufficient opportunities for students to evaluate information for themselves and to determine their own lines of enquiry.
- Although the importance of international tests has been communicated, most students are unable to articulate their understanding of the National Agenda targets and what it means for them. Their need to participate remains unclear. Almost all students are unaware that their achievements are compared to international expectations.

Overall, the school's improvement towards achieving its National Agenda targets is not secure

Innovation in Education

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










Promoting a culture of innovation:

- Students are evolving as independent, innovative thinkers and problem-solvers and are beginning to use most of the school's Ten Character Traits which include curiosity, creativity and resilience. Teachers occasionally present programmes and opportunities to develop student's creativity and innovation. The adaptation of the curriculum to enable innovative approaches is in the early stages of implementation. A range of extra-curricular activities supports the development of students' skills of innovation. Additional training for teachers is planned to promote better student learning, to fulfil senior leaders' vision to have happy, creative and innovative students.

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 | Acceptable ↑ | Weak |
| | Progress | Not applicable | Acceptable | Acceptable | Weak |
| Language of instruction  | Attainment | Not applicable | Not applicable | Not applicable | Not applicable |
| | Progress | Not applicable | Not applicable | Not applicable | Not applicable |
| English  | Attainment | Good | Acceptable | Acceptable | Very good ↑ |
| | Progress | Good | Acceptable | Acceptable | Very good ↑ |
| Mathematics  | Attainment | Good | Acceptable | Good ↑ | Very good ↑ |
| | Progress | Good | Good | Good ↑ | Outstanding |
| Science  | Attainment | Good | Acceptable | Good ↑ | Good |
| | Progress | Good | Acceptable | Good ↑ | 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 | Acceptable ↓ | 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

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

Main inspection report



1. Students' achievement

|  KG | | |
|--|----------------|----------------|
| Subjects | Attainment | Progress |
| Islamic education | Not applicable | Not applicable |
| Arabic as a first language | Not applicable | Not applicable |
| Arabic as an additional language | Not applicable | Not applicable |
| Language of instruction | Not applicable | Not applicable |
| English | Good | Good |
| Mathematics | Good | Good |
| Science | Good | Good |

- Attainment in English against the school's early year's curriculum is good. Children show good levels of speaking and understanding, are able to say initial sounds and can use their phonic knowledge to segment and sound out simple words. The majority of children in KG2 can form letters and write simple words. The more able children are beginning to write in sentences. Children are making good progress in developing their speaking, early writing and reading skills. However, too few opportunities exist for children to develop their language skills through collaboration, during child-initiated activities.
- In lessons and in their work the majority of children have developed an understanding of number and are able to count and order numbers to 20. In KG1 children can recognise and order numbers to 10. However, conceptual understanding of addition and subtraction is at an early stage of development. Problem solving skills are underdeveloped. The majority of children in KG1, demonstrate good attainment in 2D shape and can recognise some aspects of 3D shapes. Children in KG2 can identify one more than and one less than and use practical resources to carry out addition of two single digit numbers.
- In science lessons almost all groups of children in KG2 make good progress in areas of investigation, classification and recording and can talk about their observations. In KG1 they can accurately draw and label parts of a plant. They exhibit high levels of interest in nature. The majority of children know the names of fruit and vegetables and can talk about the life cycle of a pumpkin. Most children are less confident in being independent investigators and thinkers. Children have frequent opportunities to use and apply their knowledge to make real world connections.

| Primary | | |
|----------------------------------|----------------|----------------|
| Subjects | Attainment | Progress |
| Islamic education | Good | Good |
| Arabic as a first language | Not applicable | Not applicable |
| Arabic as an additional language | Acceptable | Acceptable |
| Language of instruction | Not applicable | Not applicable |
| English | Acceptable | Acceptable |
| Mathematics | Acceptable | Good |
| Science | Acceptable | Acceptable |

- In Islamic education, the majority of students are working above curriculum expectations. In lessons and recent work, students make better than expected progress in relation to appropriate learning objectives. They display good knowledge of Islamic morals and values and understanding of Islamic Laws such as the Pillars of Islam and Salat Al Jama'ah. Students have a good appreciation of, and apply where appropriate, the required Islamic concepts and principles such as showing love to Allah by thanking him. The introduction of tajweed and recitation lessons is helping students to make progress in these skills.
- Most students achieve the expected levels of attainment in Arabic as an additional language. Most students' make the expected progress in developing their speaking, listening and reading skills. Independent writing skills are underdeveloped. Data from recent assessments and from the previous three years demonstrate acceptable progress and attainment.
- In English most students reach levels that are in line with curriculum standards. However, when measured against international standards, their attainment is below expectations. In lessons and in their work, most students make the expected progress in developing their listening, speaking, reading and writing skills.
- In mathematics, most students' attainment is in line with the curriculum expectations. Too few students exceed these. The majority of students make better than expected progress. They are able to use mathematical resources to create 3D shapes and can accurately use appropriate mathematical vocabulary related to shape and number.
- In science, most students' knowledge and understanding of scientific topics is in line with curriculum standards. Students' levels of attainment in international benchmark and internal assessments are generally strong. However, there is variability. Most students make expected progress in relation to lesson objectives and many answer critical thinking questions accurately.

| Middle | | |
|----------------------------------|----------------|----------------|
| Subjects | Attainment | Progress |
| Islamic education | Good | Good |
| Arabic as a first language | Not applicable | Not applicable |
| Arabic as an additional language | Acceptable ↑ | Acceptable |
| Language of instruction | Not applicable | Not applicable |
| English | Acceptable | Acceptable |
| Mathematics | Good ↑ | Good ↑ |
| Science | Good ↑ | Good ↑ |

- In Islamic education, in lessons and in recent work, the majority of students' attain levels above curriculum standards. The school has maintained these levels of performance over the previous three years. Students show good progress in their understanding of the reasons behind the Islamic Fiqh-Laws and acts of worship such as the prayer of the traveller (Salat Al Musafar). They can also explain how to apply what they have learned to their own lives. Progress in recitation skills and applying Tajweed rules is variable.
- In Arabic as and additional language, most students' attainment in lessons and in their work is at expected levels. Most students' make the expected progress in developing their speaking, listening and reading skills. They make limited progress in writing. The school's data from recent assessments and for the last three years demonstrate acceptable levels of progress and attainment.
- In English, most students' attainment levels are in line with curriculum standards. Students show extended communicative skills, using an increased breadth of vocabulary. They are able to describe complex relationships to their classmates. Creative writing skills show consistent and correct use of tense and strengthening proof-reading skills for spelling and punctuation errors. All groups make at least the expected progress.
- Students make good progress in mathematics. Internal tests are aligned to the CBSE curriculum standards. Results for the majority of students are above the expected standard and for some go well beyond. Students, when given the opportunity, can apply their mathematical understanding to the world around them. They are able to perform calculations with fractions to solve problems and can calculate the surface area of a range of 2D complex shapes and 3D objects.
- In science, the majority of students demonstrate levels of knowledge, understanding and skills that are above curriculum expectations. Students analyse and interpret data, and show good understanding of scientific principles. Students' attainment against national and international benchmark standards is outstanding. The majority of students also make gains in knowledge, understanding, and skills as measured against learning objectives in lessons. Over the past three years, attainment in the middle phase is acceptable. Over time and during lessons students' progress is good.

| Secondary | | |
|----------------------------------|----------------|----------------|
| Subjects | Attainment | Progress |
| Islamic education | Good | Good |
| Arabic as a first language | Not applicable | Not applicable |
| Arabic as an additional language | Weak | Weak |
| Language of instruction | Not applicable | Not applicable |
| English | Very good ↑ | Very good ↑ |
| Mathematics | Very good ↑ | Outstanding |
| Science | Good | Good |

- In Islamic education, students' attainment compared to curriculum standards is good. Students make better than expected progress in gaining knowledge, skills and understanding about Islamic etiquette, morals and values when measured against the learning objectives in lessons. Students are able to discuss halal and haram food, the effect of gambling and the rationale behind the prescribed Islamic law. In the best lessons, students are able to provide evidence for Fiqh Laws from the Holy Qur'an and Hadeeth. However, students' progress in recitation skills is variable.
- In Arabic as an additional language the attainment of most students is below the level of curriculum expectations in all language skills. Their progress in these skills is also below the expected levels measured against the curriculum criteria. However, results of the last internal assessment and for those of the last three years indicate stronger progress and attainment. The standards of these assessments are unreasonably low and provide little challenge for students.
- In English, a large majority of students attain levels that are above national and international standards. They also make better than expected progress in international examinations. During their debates, they demonstrate their excellent oral language skills. Students easily draw connections and demonstrate high levels of critical thinking. Their writing skills are developing well.
- Most students display a high level of confidence and ability in mathematics. Following external CBSE examinations in Grade 10, the most able mathematicians continue to study the subject in Grades 11 and 12. They make outstanding progress and, over time, reach consistently high levels of attainment in CBSE examinations. Students can apply derivatives to solve problems, in order to determine changes in volume of gases with variable rates of pressure.
- In Science, internal tests indicate that the majority of students' attain levels that are above the CBSE curriculum standards. This is confirmed in external examinations against national and international standards where the majority of students are above expected levels. The majority of students make good progress in developing knowledge, skills, and understanding of the scientific principles. Attainment in the past year has improved in comparison with the two previous years.

| | KG | Primary | Middle | Secondary |
|------------------------|------|------------|------------|-----------|
| Learning skills | Good | Acceptable | Acceptable | Good |

- Almost all students are highly motivated learners, they engage well in lessons. Secondary students, when given the opportunity, take responsibility for their own learning, make presentations to their classes and carry out extended research work. In KG, children engage in a range of tasks. They make appropriate choices.
- Almost all students interact well with their teachers and peers. In secondary, when given the opportunity, students willingly share ideas. In the KG phase there are fewer opportunities for children to collaborate or work together in group settings. The communication skills of the majority of students are well developed across the school.
- Most students, especially in middle and secondary, make direct connections between areas of learning and the real world. This is especially the case in Islamic education. In KG, there is emerging evidence of independent problem-solving and of the effective use of activities such as construction and role play.
- Across the school, innovation, enterprise and critical thinking are being developed. Although critical thinking exercises are included in a number of lesson plans, it is not a feature of most or a skill that is well-developed. Older students research a number of topics, often as part of their homework. In the KG phase children are increasingly provided with opportunities to become independent learners.

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 demonstrate enthusiasm to learn and contribute positively to their learning environment. Most students are confident learners. They are able to work collaboratively and independently when asked to. Students respond positively when given critical feedback, and see it as an opportunity to improve their learning.
- Almost all students consistently demonstrate self-control and self-discipline. Older students guide those that are younger when walking around the school campus. They respect adults and respond very well to the needs of others. Older students are very good role models. They are friendly, caring and cooperative to everyone.
- The relationships between staff and students, are very good; all students demonstrate high levels of respect for the teaching staff. A feature of the school is the high level of care shown by the teaching staff to the students. There are extremely positive relationships among students. Students appreciate the achievements of others.
- Students demonstrate commitment to healthy living by following very good food habits and life styles. All students reflect on their health and life styles using a happiness journal. Older students influence younger students and their parents by organising health campaigns, promoting safe and healthy life styles.
- Students are punctual when arriving at school and lessons. Attendance is very good and students are aware of the impact of good attendance on their academic achievement.

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

- Students demonstrate respect for the Islamic values such as listening to the Holy Qur'an in morning and afternoon assemblies. They also exhibit the values of cooperation, respect, love and equality. Students made the connection between Islamic values and peace and security in the UAE.
- Students demonstrate respect for the UAE heritage. They know the types of traditional UAE sports such as camel racing. They have a secure knowledge about UAE culture and participate in National Day and Flag Day.
- Students have a wide knowledge of the developments which have happened in UAE, including a large number of additional schools and universities, buildings and transportation systems.
- Students demonstrate deep understanding for their heritage. They give examples of famous places and they speak about National Day in their home countries. Younger students, demonstrate a limited understanding of the key features of a range of distant nations.

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

- Students are responsible and contribute actively to the life of the school and wider communities, including recycling campaigns, energy conservation, 'Go Green', and 'Pink Days'. Students volunteer and sometimes initiate and lead activities. Their social contributions have a positive effect on the wider community. They are active in organising and supporting charity events.
- Students show a positive work ethic participating in school projects, clubs, and extra-curricular activities. They participate in events such as cluster chess, inter-school cricket tournaments, and "Brain o' Bee Competitions". Sports are an integral part of the school's approach to overall student development. There is an excellent infrastructure in place for football, basketball, volleyball, cricket, badminton as well as track and field.
- Students are aware of the importance of conservation of the environment through classroom lessons and bulletin boards in the school. They are encouraged to be responsible citizens and take part in community activities. In school, they participate in a recycling project, collecting cans, newspapers, and batteries. The school's Food Festival donated all proceeds to charity.

3. Teaching and assessment

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

- Teachers have a secure knowledge in most subjects. In Arabic as an additional language, however, their knowledge of how students learn a second language is insecure. In secondary, teachers occasionally apply the content knowledge of their subjects in learning and clarifying misconceptions through appropriate questioning. Teachers of KG have sufficient knowledge and a good understanding of how young children learn.
- Teachers plan their lessons well. Their time and resource management are adequate. In KG and secondary, the learning activities are purposeful and clear and well supported by wisely chosen resources. However, in the primary and middle phases, resources are not deployed effectively to enable students to learn successfully.
- Teachers plan regular group work to enable students to work collaboratively, but engagement in meaningful discussion is not a regular feature. Primary and middle phase teachers use questioning to elicit the recall of different key facts, but too few teachers use questioning to deepen students' understanding and for reflection. Older students ask questions to seek clarification and move towards a better understanding. In the best lessons in KG, teachers use effective questioning matched to the abilities of their children.
- Teachers opt to use whole class teaching to deliver key objectives. The individualisation of instructions to support the wide range of students' abilities is limited. Teachers' expectations are generally low and do not provide sufficient challenge. Students rarely have the opportunity to learn independently because of their teacher's tight control.
- Opportunities to promote problem-solving and innovation are increasing across the school. Children in the KG have opportunities for independent learning and older students are given topics to research for homework. Critical thinking skills are not consistently well-developed in all lessons due to issues of time management and class control.

| | KG | Primary | Middle | Secondary |
|------------|--------------|------------|------------|------------|
| Assessment | Acceptable ↓ | Acceptable | Acceptable | Acceptable |

- The school's internal assessment procedures and processes are generally aligned to the CBSE curriculum. There are internal assessments made by teachers relating to students' achievement in Arabic as an additional language based on the MoE standards. Assessment information relating to the progress that students make in most subjects is gathered throughout the year.
- In primary and middle the school is in its early stages of benchmarking all its students' educational outcomes against external international expectations. In secondary internal assessments are appropriately linked to the CBSE curriculum standards and examinations.

- Teachers regularly monitor students' progress. This informs decisions to enable timely interventions to be made. The progress of students with SEND is tracked carefully. However, progress is often slow and curriculum standards are set too low in some subjects.
- Assessment information is increasingly used to modify the school's curriculum and lesson planning. However, not all lessons are planned taking account of the different needs and abilities of all students.
- Most teachers have a secure knowledge of the strengths and weaknesses of individual students; they know their students well and form strong relationships with them. Consequently, teachers have a secure grasp of what students know and can do. Students in primary and middle self-assess on a regular basis and record the results in a variety of interesting ways.

4. Curriculum

| | KG | Primary | Middle | Secondary |
|--------------------------------------|------|---------|--------|-----------|
| Curriculum design and implementation | Good | Good | Good | Good |

- The school follows the Central Board of Secondary Education (CBSE) Indian curriculum and the Early Years Foundation Stage (EYFS) curriculum in the KG. It has a clear rationale and is broad and balanced. In the KG, the focus is on children's skill development. In the rest of the school, the curriculum is planned to offer a range of activities that balance knowledge, skills and understanding of the various subjects. The curriculum for English, mathematics and science is being aligned to international standards.
- The curriculum is structured to ensure continuity and progression of concepts and topics. It is designed to build on students' prior knowledge and understanding, and to develop their skills from year to year. Most students are adequately prepared for their next phase of learning.
- The curriculum offers a variety of indoor and outdoor activities to meet the various interests and talents of students. However, KG children have little opportunity to engage in creative activities to support their learning in lessons. Senior students have some opportunities to attend seminars and discussions about subject choices and careers but this is underdeveloped.
- Teachers identify the links with other subjects in their lesson planning. This is particularly effective in KG where concepts in language and the arts are integrated. Technology is used in the development of English language by primary school students and by older students for research and when presenting information.
- The school leaders, subject heads and teachers regularly review and modify the curriculum. These modifications include presenting TIMSS and PISA questions in lessons to promote achievement of all students in benchmark assessments in order to meet the school's National Agenda Parameter expectations.
- The UAE social studies curriculum is integrated into the school social studies curriculum. It offers a broad and balanced, age appropriate approach. In all years from Grade 1 to 8, it is somewhat more knowledge based, with little opportunities for application and reasoning. The latter provide additional challenge to higher attaining students.

| | KG | Primary | Middle | Secondary |
|-----------------------|------------|------------|------------|------------|
| Curriculum adaptation | Acceptable | Acceptable | Acceptable | Acceptable |

- The curriculum is adequately modified to meet the learning needs of most groups of students. Lesson plans identify modifications to learning for lower attaining students by varied questioning and activities. Modifications for SEND students are not yet consistently evident. Too often the variability of approach, to ensure that their learning needs are met, is lacking.
- All students participate in activities that support the community and are involved in a variety of club activities which encourage creativity and innovation. Older students participate in leadership activities such as 'The Youth Parliament' and 'The Young Entrepreneur' programme. They have initiated the idea of a daily, school-wide radio broadcast and have organised elections to successfully choose the student council. Only a few older students participate in extra-curricular activities.
- Students from all phases participate in activities that develop an understanding of the UAE culture. They enthusiastically take part in National Day celebrations including the Flag Day. They participate in field trips to visit local places of interest. These trips often support the development of students' understanding of Emirati culture.

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 |

- The school has developed effective procedures for safeguarding including child protection, bullying and cyber-safety. All teachers are aware of the care and protection policies and procedures. The school is well-prepared to take appropriate measures should there be any reported cases of abuse.
- The school provides a safe, hygienic and secure environment. There are sound procedures for the auditing of the school environment to ensure safe practices. The arrangements for the supervision of students inside the school and on the school buses provides all with high levels of confidence.
- Despite the age of the facilities the school strives to maintain the buildings and the equipment to a high standard. Comprehensive records of any incidents are also kept.
- Classroom sizes particularly in the KG restrict opportunities for independent investigation and free flow. While this is also the case in the upper school, students cope surprisingly well. Staff rooms do not provide sufficient work or rest space for teachers.
- The school provides an impressive range of activities for promoting and providing healthy food and a healthy living style. The impact of these activities is clear during breakfast time throughout the phases. There is a low number of students suffering from either obesity or diabetes.

| | KG | Primary | Middle | Secondary |
|------------------|------------|------------|------------|------------|
| Care and support | Acceptable | Acceptable | Acceptable | Acceptable |

- Relationships between staff and students are extremely effective. A supportive and caring atmosphere exists for all. Throughout the school staff have high expectations for students' behaviour at all times. Staff know their students very well and there are high levels of mutual respect between them.
- Effective procedures are in place and rigorously implemented to encourage good attendance and to ensure that students arrive to school and to lessons on time.
- The school has identified a large number of students with SEND and has prepared suitable interventions to assist them in their learning journeys. The school is also engaged in the process of identifying students who are gifted and talented.
- The range of support for students with SEND is managed by an able special education team. These interventions are well-supported by the parents. Appropriate teaching strategies are gradually being introduced to provide greater consistency of practice. A limited range of support for students who are gifted and talented is now in place.
- The well-being of students is a priority across all sections of the school. Students are able to approach teachers and counsellors to discuss their problems and to seek help and advice if necessary. Career advice and guidance is available to the students, but the scope of this advice does not always meet the needs of all students.

Inclusion

Provision and outcomes for students with SEND

Acceptable

- The SEND department has taken steps to improve the provision for students with SEND. The SEND policy gives clarity to the procedures for the identification of students with SEND and details the responsibilities of all stakeholders. The policy lacks detail about the role of the class and subject teachers and their responsibilities for delivering appropriate levels of support.
- A wide range of suitable assessment strategies and procedures is used successfully to identify students with SEND. The school has developed a graded system of intervention which is mainly geared towards furthering academic performance. There is a need, in some instances, for a greater emphasis to be placed on the behavioural, social and emotional development of some students.
- The school places parents at the centre of its provision for students with SEND and parents are very pleased with all aspects of the provision. Very effective communication systems are in place to keep parents informed about all aspects including modifications, adaptations and strategies in teaching and learning that the school is adopting for their child. The parents have a limited role in developing these strategies.

- The school carefully modifies and adapts the curriculum to meet the needs of students with SEND. Such modifications could be further improved to ensure a better balance between the curriculum requirements and the abilities of the student. The school prepares a range of Individual Education Plans (IEPs) but these are often too general. A majority of class teachers need further instruction on the best ways to implement the adaptations.
- The progress of students with SEND is assessed regularly using a variety of suitable assessment instruments. In-class assessments of progress takes place but results are often not recorded. The majority of students with SEND make good progress in English, mathematics, science and Islamic education and acceptable progress in Arabic as an additional language. Students in primary and middle self-assess on a regular basis and record the results in a variety of interesting ways.

6. Leadership and management

The effectiveness of leadership

Acceptable


- The aspirational aims of the newly-appointed senior leaders include developing a school ethos where students are happy, creative and innovative. All are committed to ensure that the school meets the UAE and local expectations.
- School leaders have an emerging knowledge of the school's curriculum and how it should be modified to meet the needs of individual and groups of students. They are building upon their knowledge of effective, contemporary teaching and assessment practices, and on their understanding of UAE National and Dubai priorities. They have ensured that a positive classroom learning ethos has continued to evolve.
- Roles and responsibilities of all school leaders are clear; lines of communication are both effective and efficient. Morale across the school is extremely positive. All leaders demonstrate a willingness to engage in improving their areas of responsibility. However, some senior leaders and heads of department require additional training, particularly in data-analysis and curriculum-mapping to improve their capacity.
- Established senior leaders are active in facilitating regular improvements in their areas. In KG the leader has been proactive in the development of the new early years curriculum. This has resulted in a more consistent and a higher quality of teaching and learning. There is a growing practice of self-reflection. However, the identification of key areas for development is occasionally impeded by a lack of solid evidence upon which to make wise decisions.
- Leaders have an emerging understanding of the school's strengths and areas for development. They enthusiastically engage in improvement strategies. However, not all key priorities for the schools improvement have been identified. Key assessment data is not always interpreted in a timely and effective manner. Opportunities are therefore missed to make critical improvements.

School self-evaluation and improvement planning

Acceptable

- The school's self-evaluation processes are supported by an expanding range of information and data from a wide range of sources. However, not all of the schools judgements are an accurate reflection of its operations. The school had not sufficiently analysed its information. It has not supported its views with evidence. Consequently the school does not have an accurate or clear picture of its strengths and areas for development.
- The monitoring of teachers and the evaluation of teaching practice are strengths. School leaders systematically and rigorously observe teachers across the school. They record a range of pertinent indicators. However, the monitoring of the impact of teaching on students' achievements remains an area for improvement. The school is making attempts to link its acquired evidence to continuous professional development (CPD) programmes.
- The school's improvement plans, including targeted, departmental, National Agenda parameter action plans, contain appropriate actions and realistic goals. They adequately address the school's and the UAE's national and Dubai's priorities. The school's action plans and resulting actions are insufficiently aligned to the key findings from the self-evaluation process, it therefore provides inconsistent improvement in student achievement.
- The school has made some progress in addressing the recommendations of the previous inspection report. There has been improvement in students' attainment in Arabic as an additional language, the attainment of secondary students in CBSE examinations, and evidence of improved achievement in some key middle school subjects.

Partnerships with parents and the community

Very good 

- The school is successful in engaging parents as partners. The recent review of school policies are helpful to parents in supporting their children. For example, in promoting healthy eating choices. Parents are encouraged to contribute to the ongoing review of the school's work and to shape school improvements. Parents value this opportunity and make helpful contributions to the school.
- Parents are given regular information about their children's academic achievements and personal and social development. Regular communication is welcomed by the school and valued by almost all parents. Leaders provide parents with information about their child's achievement in international benchmark testing. The importance of the UAE National Agenda and the requirements for all students to participate in international tests has been communicated to them.
- Parents regularly attend Open House Day in order to discuss the achievements of their children and discuss the content of reports. The school is able to provide parents with helpful guidance on the next steps in order for their children to improve further.
- The school has a number of purposeful links with external partners such as DEWA. Recycling and environmental issues are well-promoted. Students engage with charitable organisations to make meaningful contributions to the communities in which they live. This has a positive impact on their personal and social development.

Governance

Acceptable

- The schools governing board comprises of a range of parents and stakeholders. It is supported by a parents' advisory board. The owners of the school have a day-to-day overview of the school's operation. However, neither board met sufficiently regularly nor had a mandate, to perform the roles expected of robust governance.
- Neither board was tasked with holding the school to account for its actions, nor to provide and support appropriate strategic decision-making. There is insufficient expertise in the composition of both bodies to support the school's overarching future direction and development. For example, the board has not been adequately briefed on the results of the National Agenda parameter tests, or had any input into the school's strategic responses to the last inspection report.

Management, staffing, facilities and resources




Acceptable

- Daily operations are effectively and efficiently managed. Students and staff are aware of timetabling and are punctual getting to and from lessons. However, the school's short lesson times often constrain students' learning opportunities, especially for research, practical investigation, problem-solving and innovation.
- There are adequate numbers of appropriately qualified staff, including a range of specialist staff to support students with SEND and for the career and guidance of older students. However, high levels of staff turnover inhibit the overall progress of the school. Teacher development is supported by a continuous professional development programme, which is closely linked to aspects of the school's improvement planning.
- The premises are generally adequate. They provide a safe, hygienic and attractive learning environment. Information boards and displays brighten classrooms and hall ways and often contain examples of students' work. There is restricted access to the upper floor for those who have physical mobility issues. Class room sizes for KG children are small, restricting children's opportunities for free-flow and inquiry. To their credit, the KG staff are utilising the available outdoor space to ameliorate the problem.
- Resources are adequate. Access to technology to support investigation and research is enhanced with the introduction of the Bring your own Device (BYOD) initiative from Grades 4 to 8 students. KG teachers are resourceful in their procurement of everyday household items to bring learning alive. However, science resources are in need of an up-grade and modernisation, and the library remains requires improvement, as reported in the previous inspection report.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

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

| Responses to the surveys | | |
|---|-----------|-----|
| Responses received | Number | |
|  Parents* | 2016-2017 | 230 |
| | 2015-2016 | 882 |
|  Teachers | 136 | |
|  Students | 242 | |

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

- Only a minority of parents and senior students, but almost all teachers, responded to the survey.
- Almost all parents, students and teachers who responded to the survey are satisfied with the quality of education provided by the school.
- Most parents agree that their children enjoy school. Most feel that they are safe while at school. However, not all parents and students agree that incidents of bullying are handled well by the school, or that children are safe while on school buses.
- A majority of parents and students agree that they have a wide range of subjects and extra-curricular options to choose from. However, a minority of parents feel that there are insufficient opportunities for academic and career advice.
- Most parents agree that the school promotes their children's literacy and love of reading English. However a minority of parents felt that this was not so for Arabic.
- Most parents, teachers and students agree that the school is well-led and that the school leaders are approachable. However a minority of parents and students feel that school leaders do not always listen to them or act upon their suggestions.
- Almost all teachers are positive about almost all aspects of the school.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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