

INSPECTION REPORT

2022-2023



GULF MODEL SCHOOL

CBSE CURRICULUM

ACCEPTABLE

CONTENTS

<i>Contents</i>	2
<i>School Information</i>	3
<i>Summary of Inspection Findings 2022-2023</i>	4
<i>Overall School Performance</i>	6
<i>Focus Areas</i>	8
<i>Main Inspection Report</i>	10

SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Muhaisnah
	Opening year of School	1982
	Website	www.gulf model school.com
	Telephone	97142544222
	Principal	Annie Mathew
	Principal - Date appointed	4/1/2020
	Language of Instruction	English
	Inspection Dates	10 to 13 October 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	3473
	Number of Emirati students	0
	Number of students of determination	84
	Largest nationality group of students	Indian

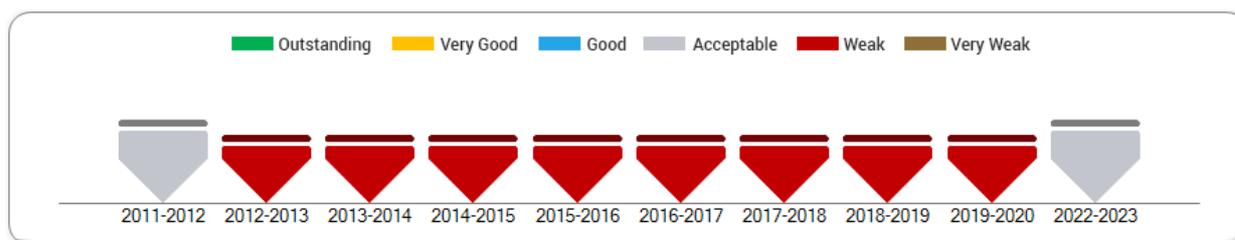
TEACHERS

	Number of teachers	179
	Largest nationality group of teachers	Indian
	Number of teaching assistants	21
	Teacher-student ratio	1:19
	Number of guidance counsellors	5
	Teacher turnover	40%

CURRICULUM

	Educational Permit/ License	Indian
	Main Curriculum	CBSE
	External Tests and Examinations	CBSE
	Accreditation	CBSE

School Journey for GULF MODEL SCHOOL



Summary of Inspection Findings 2022-2023

The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

STUDENTS OUTCOMES

- Kindergarten (KG) children making stronger gains in attainment in mathematics and science. Children use their developing English skills to listen attentively, respond to questions, understand new vocabulary and share ideas with each other. Students' attainment and progress are good in primary science and in secondary English. Most students have made steady progress over recent years and their attainment in external examinations is improving.
- Students' personal development is very strong. Their very good sense of social responsibility and collaboration, particularly in the middle and secondary phases, mean that they are positive, polite and respectful. They are punctual, ready for lessons and appreciate the culture of trust and the open relationships with staff. Students support each other and enjoy participating in school activities that promote healthy lifestyles.

PROVISION FOR LEARNERS

- Teachers have secure subject knowledge and plan structured lessons with clear learning objectives. Most teachers successfully engage students in their learning, although the levels of challenge for students with gifts and talents and those of higher ability are not always high enough. Improvements to assessment processes are producing more reliable internal assessment data. However, application of this information in lessons is inconsistent.
- The curriculum is appropriately balanced and improved by a focus on the development of knowledge and skills required for this international curriculum. The school is now beginning to be more successful in modifying the curriculum to meet the needs of almost all groups of students, although there is still much to be done.
- The health and safety team ensures that school policies and practices are implemented very effectively throughout the school. Students' safety and welfare are high priorities. The health and safety policy have been updated to include more child protection safeguards and protocols around hygiene. All staff are trained and knowledgeable about health and safety and child protection.

LEADERSHIP AND MANAGEMENT

- The principal and senior leaders are effective in communicating their vision for a wholly inclusive school. They have embedded a positive ethos and a, 'We Can' philosophy which is resulting in improvements in the school's performance. Self-evaluation has improved and provides a more accurate picture of the school's performance. Monitoring and evaluation processes are now more appropriately focused on students' outcomes.

The best features of the school:

- Improving achievement of children in KG in mathematics and science and students' improved outcomes in primary science and secondary English
- Students' personal development, their strong sense of social responsibility and collaboration, and their deep understanding of Islamic values.
- The effective implementation of all school health and safety policies and practices.
- Senior leaders' strong commitment to improving students' outcomes.

Key Recommendations:

- Ensure that in lesson planning, teachers of Arabic, as an additional language, take into account students' years of studying the language.
- Improve the effectiveness of teaching by ensuring that in all lessons full use is made of assessment data to match learning activities to the needs of students, particularly those of higher ability.
- Increase the range of practical activities in lessons across all phases, by improving the scientific, mathematical and other teaching resources.
- Improve the stability of teaching staff and closely monitoring and addressing any concerns by teachers.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Good	Acceptable	Acceptable
	Progress	Acceptable	Good	Acceptable	Acceptable
Learning skills		Good	Acceptable	Acceptable	Acceptable

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
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	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

The school meets the registration requirements for the National Agenda Parameter (NAP)

	Whole school	Emirati cohort
Progress in international assessment	meets expectations	Not applicable

- The school made little progression in the three subjects in the 2018 Programme for International Student Assessment (PISA) assessments. It made very good progression in the Trends in International Mathematics and Science Study (TIMSS) tests in 2019. Progression was good when all results are taken together.

	Whole school
Leadership: data analysis and curricular adaptation	is approaching expectations

- Some leaders understand the subject skills and content aligned to the proficiency levels in the international benchmark levels, and the gaps identified in the NAP report. They are insufficiently clear about how the school performs in relation to these. The NA action plan highlights the next steps, but knowledge of it is not fully shared with subject leaders.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is approaching expectations	Not applicable

- The school's own test gives information regarding students' reading literacy. These show that a majority of students have satisfactory reading skills, but they have limited capacity to carry out independent inquiry and research.

Overall, the school's progression to achieve the UAE National Agenda targets is approaching expectations.

For Development:

- Extend knowledge of assessment processes and outcomes in planning for learning.
- Ensure that all teachers take responsibility to promote subject specific vocabulary and provide opportunities for students to practice these skills.
- Promote creative thinking, problem-solving and independent learning throughout the school.

Wellbeing

The quality of wellbeing provision and outcomes is at a moderate level:

- Wellbeing is a growing priority to the culture of the school. Leaders understand that gathering reliable information enables them to design wellbeing provision. Internal and external surveys for various stakeholders have been conducted and analysis of the data has led to wellbeing decisions. Evaluation, monitoring and reviews of systems inform improvement planning, however the processes are not yet consistent or rigorous enough to be effective. The Governors review and monitor the school's actions, but do not yet systematically hold the senior leaders to account for provision and outcomes.
- Staff are available to support students and they know when and who to ask if they need support. The principal and senior leaders take action to promote the wellbeing of staff. The school is responsive to stakeholders' suggestions, and to individual needs and circumstances. Students and parents are being encouraged to give feedback on their wellbeing and the school is considering how to further engage them in this process.
- Daily routines result in an ordered environment which promotes student wellbeing. There are opportunities within the curriculum to develop the wellbeing of students, however this is not yet consistently or effectively applied across subjects or phases. In lessons students generally demonstrate positive attitudes, behaviour and engagement with each other and the curriculum. They show increasing levels of emotional self-awareness and surveys show that they feel safe and valued are proud of their school.

UAE Social Studies and Moral Education

- The school teaches social studies and moral education based on the latest moral, social and cultural framework in English, and uses textbooks prescribed by the Ministry of Education (MoE). Planned activities, such as debates, discussions and role play are integral parts of lessons. Students are involved in active learning when they exchange views and practice public speaking skills.
- The school teaches moral education in an integrated manner with UAE social studies. The curriculum is based on the latest framework. It has a well-integrated plan for teaching, learning and assessment. It promotes students' understanding of UAE culture and the world, respect for other cultures combined with moral values.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Across the school most students demonstrate secure levels of knowledge of Islamic principles. This is stronger in their notebooks and more evident when they analyse Islamic concepts and refer to the Holy Qur'an and Hadith. Progress is at least at the expected levels.
- Students in Primary are more confident when learning about the Pillars of Islam and Seerah. Most students in Middle and Secondary understand the wisdom behind prescribed key Islamic worship, and debate on Fiqh, of priorities based on their purpose.
- Effective questioning has a positive impact on the progress for boys and girls in all phases. This is resulting in a deepening understanding of Islamic concepts in relation to real life situations. Fewer opportunities exist for students in Middle and Secondary to develop their critical thinking skills when debating Islamic concepts.

For Development:

- Provide more opportunities for critical thinking and debate of Islamic concepts, especially in the middle and secondary phases.

Arabic as an Additional Language

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Most students in all grades achieve levels that are in line with the curriculum standards. In lessons, reading comprehension and listening skills are the strongest features. Attainment in writing and speaking is developing. Levels of students' progress are at expected levels.
- Progress in Primary is starting to move at a faster rate, as a result of more regular opportunities for speaking and listening within an age-appropriate learning environment. Middle and Secondary students make better progress in all skills when they have similar opportunities.
- In all phases students make better progress in speaking when their starting point is considered carefully in within the learning objectives. They demonstrate stronger levels of attainment in writing in their notebooks, although independent writing is improving at a slower rate.

For Development:

- Provide more structured opportunities for active speaking and listening with work is matched to students' differing needs in all phases.
- Ensure that students' starting points in lessons, and learning activities are appropriate for the years they have been studying Arabic.

English

	KG	Primary	Middle	Secondary
Attainment	Acceptable	Acceptable ↑	Acceptable ↑	Good ↑
Progress	Acceptable	Acceptable ↑	Acceptable	Good ↑

- Internal assessments and lesson observations show the attainment of students in the primary and middle phases is in line with curriculum expectations. External benchmark test results show secondary students' attainment and progress to be above curriculum standards.
- Most secondary students are able to read for understanding, find relevant information and summarise key facts. They understand the underlying meanings in literacy texts and can justify their answers with evidence. Children in KG recognise and match letters and sounds and are beginning to read and write words more independently.
- Older primary students are developing their language skills well. They can express ideas clearly and use vocabulary confidently. Students' speaking, listening and reading comprehension skills develop steadily but writing skills are less well-developed. Younger primary students' understanding of vocabulary is limited, restricting their ability to read with understanding.

For Development:

- Enable all students, particularly in Primary, to understand and use a wider range of vocabulary.
- Encourage all students to write more extensively.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Acceptable ↑	Acceptable ↑	Acceptable	Acceptable
Progress	Acceptable ↑	Acceptable ↑	Acceptable	Acceptable

- Students' attainment and progress are in line with expectations. In KG, children count reliably from 1 to 20, can recognise, create and describe patterns and compare shape, size and money. This is developed consistently across the school.
- Overall, primary students are slightly stronger in geometry than the other areas of mathematics. Secondary students are slightly stronger in algebra. The school has appropriately identified the need to build all students' confidence and competence in solving word problems.
- Recently, mathematics teachers have begun promoting mathematical vocabulary as an integral part of planning in their lessons. Students do not have enough practical mathematics lessons in which they use this vocabulary to develop their skills and learn from each other.

For Development:

- Ensure that all primary students, have greater access to practical mathematics activities.
- Enhance students' mathematical vocabulary by mathematical displays in classrooms and corridors.
- Give students more responsibility for aspects of their learning in lessons.

Science

	KG	Primary	Middle	Secondary
Attainment	Acceptable ↑	Good ↑	Acceptable	Acceptable
Progress	Acceptable ↑	Good ↑	Acceptable	Acceptable

- Internal assessments show that students' attainment in most phases is in line with curriculum expectations. Middle phase students achieved good standards in the 2019 external benchmark tests. Although secondary students' attainment is mostly in line with curriculum expectations, Grade 10 students' results in the most recent CBSE examinations were above curriculum standards.
- Primary students' use scientific vocabulary and methodology well to draw conclusions. They apply their scientific knowledge to real life and make good progress.
- Secondary students' progress is restricted because they do not have enough opportunities to engage in practical scientific experiments, and to work independently. In a few lessons they work collaboratively, sharing their findings but opportunities to engage in practical work in lessons are limited.

For Development:

- Provide more opportunities for all students to think critically, explore and carry out independent investigations.
- Increase opportunities for secondary students to engage in practical experiments in which they make predictions, verify and draw inference.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Good ↑	Acceptable	Acceptable	Acceptable

- Almost all students have positive attitudes and are keen to learn. In KG children work together with enthusiasm and cooperation. They make meaningful connections between areas of learning and relate these in simple ways to their understanding of the world.
- When given the opportunity, a majority of older students work independently and find information for themselves. In English most students are confident learners and volunteer to read aloud or answer questions. In the most effective lessons, students take responsibility for their own learning.
- Students' problem-solving skills are developing steadily particularly in mathematics. Practical, hands-on investigative skills are underdeveloped in the middle and secondary phases. Students use of learning technology to support their learning is at an early stage of implementation.

For Development:

- Provide more opportunities for students to develop their skills of critical thinking and become independent thinkers and learners.
- Improve students' independent research skills through more consistent use of learning technology in lessons.

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

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

- Students display excellent behaviour and positive attitudes to learning across the school. Morning and afternoon students come to school motivated and ready to start their learning activities. They lead assemblies and run daily student radio broadcasts, sharing news and celebrating success.
- Middle and secondary students help each other and show empathy to the needs of others. Throughout the school, and in all activities, respectful relationships amongst students and with staff are evident, resulting in a supportive and tolerant learning environment.
- Students are punctual to school and their lessons. They demonstrate a mature understanding of safe and healthy living styles. In surveys they report that bullying is rare, and they enjoy learning and discussing such topics in lessons and in extra-curricular activities.

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

- Across the school students show a deep appreciation and understanding of UAE culture and Islamic values, such as, honesty, charity and helping others. This is reflected in their daily practices and commitment to the celebration of Islamic events and their involvement in many activities.
- Most students, including children in KG, proudly listen to, and sing the national anthems every morning. They understand the heritage of the UAE. Students in Primary and Middle are well-informed and proudly speak about the UAE as a pioneering country, enhancing tolerance and sustainability.
- Students are proud of their own cultures. Assemblies and displays reflect their appreciation of the multi-cultural society and their knowledge of significant people throughout history. Secondary students recognise the importance of diversity. However, students say they would like to learn more about diverse art and literature in other world cultures.

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

- Students are caring and considerate of each other and respectful of adults within the school. Many students, particularly those in leadership positions on the two student councils, have a strong sense of personal responsibility and commitment to the school ethos.
- Students appreciate opportunities to contribute ideas, to initiate and lead on a range of projects within the school. They participate in activities in the wider community including celebrations, competitions and raising donations for charities.

- Environmental sustainability and conservation projects are in the early stages of development. Students are aware of environmental issues and are involved in caring for their own plants, as part of their tree planting project. Recycling is understood and actively supported.

For Development:

- Extend opportunities for students to explore and understand cultural diversity.
- Encourage students to be involved and initiate environmental conservation projects that have a positive impact on the school and the local community.

3. Teaching and assessment

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

- Teachers have secure subject knowledge and plan well-structured lessons with clear learning objectives. Most teachers engage students actively in their learning, although the levels of challenge for students with gifts and those of higher ability are not well-established.
- Teachers' relationships with students create a positive learning environment in most lessons. Although teachers use questioning to check students' knowledge, it is not often used to challenge their thinking and promote deeper understanding.
- Teachers' understanding and use of assessment data in lesson planning is in the very early stages of development. Most lesson plans have learning objectives intended to address students' different ability levels. However, activities are not effectively structured and rarely develop students' critical thinking, problem-solving, innovative and independent learning skills.

	KG	Primary	Middle	Secondary
Assessment	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑

- The gathering and use of assessment information have improved. In KG, the attainment and progress of children is observed and recorded regularly. In the other phases, the use of internal and external assessments is used to guide curriculum and lesson planning.
- External assessments in English, mathematics and science compare students' attainment to international expectations. The school makes effective use of the external test reports to adjust planning for lessons and to adapt the science curriculum.
- Recent improvements to assessment procedures have resulted in more reliable and valid internal assessment data. The use of assessment data in the classroom is inconsistent. Teachers' feedback in students' written work does not give enough guidance on what they need to do to improve further.

For Development:

- Raise teachers' expectations and provide greater challenges for all groups of students, especially those of higher ability.
- Improve the guidance given to students through the marking of their written work.

4. Curriculum

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

- The curriculum is reasonably broad and balanced, although the focus is more on the acquisition of knowledge rather than the development of skills. In Grades 11 and 12 students are offered a choice of three languages. Secondary students' choice of curriculum pathways is still limited to either science or commerce.
- Continuity and progression are underpinned by the Kerala and CBSE curricula leading to smooth transition between the middle and secondary phases. Curriculum links between KG and Primary are not close enough to ensure smooth transition between the phases.
- The KG curriculum extends beyond the core learning areas to include weekly UAE social studies and wellbeing activities. It enables progression of learning across and within KG. Cross-curricula links provide some opportunities for children to make useful connections between areas of learning.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable 	Acceptable 	Acceptable 	Acceptable 

- The school is successful in modifying the curriculum to meet the needs of most groups of students. These include children in KG and students who are in the early stages of learning English. Less well-developed is curriculum adaptation to support and challenge higher ability students and those with gifts and talents.
- Most aspects of the curriculum have been adapted well to enable students to develop a clear understanding of the culture and values of the UAE. The curriculum is functional and designed to engage most students but opportunities for enterprise, innovation and creativity are variable.
- The KG curriculum has improved and been modified to ensure children are now offered more opportunities to think critically, explore and be creative through a variety of activities within and outside lessons.

For Development:

- Ensure the curriculum from KG to Grades 1 and 2 enables smooth transition between phases.
- Provide a broader range of curriculum pathways in Secondary.
- Modify the curriculum and provide more opportunities for students to be enterprising, innovating and creative.

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 ↑

- Students' safety and welfare, including cyber safety are a high priority. The health and safety team ensures that school policies and practices are fully implemented. School policies have recently been updated to include more child protection safeguards and protocols around hygiene. All staff are trained in child protection procedures.
- The buildings and outdoor areas are routinely, and carefully maintained and incidents are resolved quickly. Well-resourced security and safety measures are in place, including extensive CCTV and to ensure secure movement during peak arrival, and departure times.
- Student safety on school transport has been significantly improved by secure fencing that separates the school from the bus bay. Buses are systematically updated with cameras and radio frequency Identification. Students are effectively supervised when on school transport.

	KG	Primary	Middle	Secondary
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Staff and student relationships are very positive. They are mutually respectful and polite. Challenging behaviour is rare and dealt with quickly by staff. The school has effective systems to monitor attendance and punctuality.
- There is effective identification of and support for students of determination. This enables prompt intervention, with effective support in class by skilled Learning Support Assistants (LSAs). Individual Education Plans (IEPs) support teachers in their understanding of student needs. The identification and support for students with gifts and talents is less effective.
- Leaders have been proactive in embedding an inclusive ethos for all students, which is evident throughout the school. The guidance provided to secondary students about future pathways is at an early stage of development.

For Development:

- Implement systems to identify and support students with gifts and talents.
- Provide students in Secondary with more extensive guidance about future pathways for careers and further education.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable 

- The school has a stronger vision for inclusion. The recently appointed inclusion champion is well supported by the principal and inclusion governor, and is a member of, and accountable to, the senior leadership team.
- The school uses several assessment tests to identify the needs of students of determination, enabling early intervention. The range of needs experienced by its students are fully understood. The IEPs provide staff with information on the needs of students and their learning targets.
- Parents are supportive of the school, and formal and informal means of communication are effective. They are informed about their children's progress, although specific information about the progress against their targets is limited.
- The expectations of learning and progress of students of determination are not always consistent across the curriculum. This is because, support and modifications are not always well-matched students' individual learning profiles. LSAs provide skilled support in class and within the withdrawal sessions.
- The initial assessment of students of determination is effective. Although elements of students' progress are recorded, they do not provide an accurate picture of students' progress over time. This limits the information available to guide future planning

For Development:

- Implement an effective tracking, monitoring and evaluation system to provide an accurate picture of the progress made by students of determination and to inform future planning.

6. Leadership and management

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

- The principal and senior leaders effectively communicate the school's vision for a wholly inclusive school. A positive ethos and, a 'We Can' philosophy permeate the school. Links with all stakeholders are professional and considerate. Plans for improvements are aligned to local and national priorities. Recent improvements have included a drive to raise students' outcomes and the overall performance of the school.
- Leaders have embedded systems to ensure that self-evaluation is more accurately based on the DSIB Inspection Framework. Most leaders and teachers are involved in frequent, and systematic, lesson observations to assess the quality of teaching and learning. The evaluations of attainment and progress are now made based on a more secure system of assessment. The current school's self-evaluation is an improved reflection of its improvements.
- Parents are highly supportive of the school and believe that their views are valued. They have regular contact with leaders and teachers to discuss their children's social and academic development. They are well-informed and understand the school's priorities and plans for the future. Although they are not consistently involved in the day-to-day activities of the school, they would like to see greater community involvement as the school develops.
- Governors regularly evaluate the school's performance through measures for instance, training and lesson observations. They participate in the planning and implementation of improvement planning, and work alongside leaders to evaluate their impact. Governors have facilitated extensive improvements in transport, health and safety measures. They have yet to evaluate how increases in the student roll have impacted on the school's capacity to deliver well-resourced teaching and learning.
- The school is capably managed with sufficient supervision and effective daily administrative procedures. Management is well-organised, and the school runs smoothly, creating a positive learning environment. Improvements to technological infrastructures have facilitated improved teaching and learning. However, staffing and most teaching resources are barely sufficient for learning. The high rate of teacher turnover is an ongoing issue.

For Development:

- Engage parents more actively in the daily routines and life of the school.
- Improve the stability of the teaching staff by ensuring teacher retention is more closely monitored.
- Engage governors in a systematic review of how increases in student enrolment have impacted on the school's capacity to deliver well-resourced teaching and learning.
- Enhance the quality of specialist facilities such as, science laboratories and libraries by increasing the number and quality of students' learning materials in those areas.

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 QA.Schools@khda.gov.ae