

WEAK



2019-2020

INSPECTION REPORT

CBSE CURRICULUM

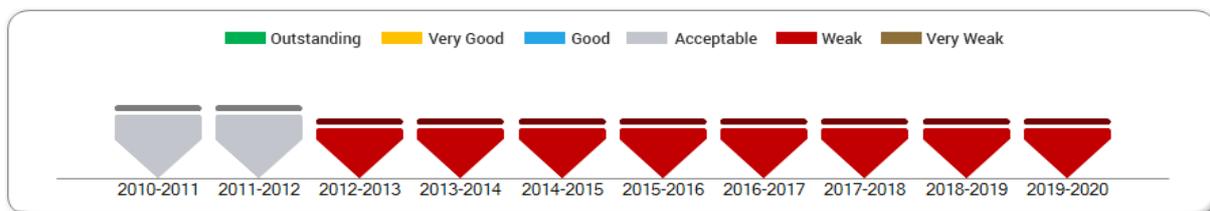
Contents

<i>Contents.....</i>	<i>2</i>
<i>School Information.....</i>	<i>3</i>
<i>Summary of Inspection Findings 2019-2020.....</i>	<i>4</i>
<i>Overall School Performance</i>	<i>6</i>
<i>National Priorities.....</i>	<i>8</i>
<i>National Agenda Parameter</i>	<i>8</i>
<i>Moral Education</i>	<i>9</i>
<i>Reading Across the Curriculum</i>	<i>9</i>
<i>Innovation.....</i>	<i>10</i>
<i>Main Inspection Report</i>	<i>11</i>
<i>The Views of Parents and Senior Students.....</i>	<i>20</i>

School Information

General Information	Location	Al Muhaisnah
	Opening year of School	1982
	Website	www.gulf model school.com
	Telephone	+971042544222
	Principal	Dr. S. Reshma
	Principal - Date appointed	4/1/2018
	Language of Instruction	English
	Inspection Dates	07 to 10 October 2019
Students	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	2492
	Number of Emirati students	0
	Number of students of determination	104
	Largest nationality group of students	Indian
Teachers	Number of teachers	189
	Largest nationality group of teachers	Indian
	Number of teaching assistants	6
	Teacher-student ratio	1:13
	Number of guidance counsellors	2
	Teacher turnover	14%
Curriculum	Educational Permit/ License	Indian
	Main Curriculum	CBSE
	External Tests and Examinations	CBSE
	Accreditation	CBSE
	National Agenda Benchmark Tests	ASSET

School Journey for GULF MODEL SCHOOL



Summary of Inspection Findings 2019-2020

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Student outcomes</p>	<ul style="list-style-type: none"> • Students' progress and attainment in Arabic and Islamic education are acceptable. They are mostly at an acceptable level in English, mathematics and science in the middle and secondary phases. In the Kindergarten (KG) and Primary, student achievement is mostly weak. Attainment in the UAE social studies is also weak. Learning skills are acceptable across the phases. • Students' personal and social development is one of the strongest features of the school. Students in the middle and secondary phases display very good behaviour and attitudes. A good level of social responsibility and application of innovation skills is evident in those phases too. Students' knowledge and understanding of Islamic values and Emirati heritage are broadly acceptable, although they are stronger in the KG and Secondary.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> • While some lessons are acceptable or good, too many have weaknesses in challenging students and meeting their learning needs. In these lessons, teachers do not use assessment information effectively to match learning tasks to the prior attainment of the different groups of students. The quality of teaching is acceptable in Secondary but weak elsewhere, while assessment is weak in all phases except for the KG. • The design of the curriculum in Primary has improved, and this aspect is now uniformly acceptable across the phases. The curriculum is suitably broad, with continuity and opportunities for progression. Key subjects receive the appropriate allocations of time. The adaptation of the curriculum to meet the learning needs of all groups of students is limited in scope and effectiveness. • Health and safety matters including child protection, safeguarding, care and support are given due attention. The school's procedures result in acceptable levels of reassurance about these important aspects across the school. Careers guidance has improved, and there are plans to expand the service. The identification of, and support for the needs of students of determination and those with gifts and talents are not effective.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> • Leaders provide adequate guidance, drive and vision and have achieved some improvements in student outcomes. Governors are also improving aspects of staffing and resources, which are now at an acceptable level. Partnerships with parents and the community to improve outcomes remain acceptable. The main weakness in leadership is the quality of the school's self-evaluation judgements, which are unrealistic and obstruct the process of school improvement.

The best features of the school:

- Students' personal and social development, particularly in the middle and secondary phases
- The improved attainment in several phases in Arabic, mathematics and science
- The growing sense of direction from the senior leaders, and the improvements made to technology resources and staffing by the governors.

Key recommendations:

- Governors should improve the accuracy of the school's self-evaluation judgements by ensuring that all staff are involved and have a clear understanding of best practice against which to make their judgements.
- Raise attainment and accelerate progress in all subjects, particularly those aspects which are weak.
- Improve the quality of teaching by using assessment data to match the learning needs of all groups, while promoting higher-order thinking skills and making lessons more student-centred.
- Improve the identification of students of determination and those with gifts and talents and implement effective support, personalised learning and modification of the curriculum to meet their learning needs.

Overall School Performance

Weak

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	Weak	Weak	Acceptable
	Progress	Acceptable	Weak ↓	Acceptable	Acceptable
 Mathematics	Attainment	Weak	Weak	Acceptable ↑	Acceptable
	Progress	Weak	Weak	Acceptable	Acceptable
 Science	Attainment	Weak	Acceptable ↑	Acceptable	Acceptable
	Progress	Weak	Acceptable	Acceptable	Acceptable
 UAE Social Studies	Attainment	Weak			
Learning skills		Acceptable	Acceptable	Acceptable	Acceptable

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Weak
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](#).

National Priorities

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. In 2015, KHDA launched the National Agenda Parameter, 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 for the academic year 2019-2020.

School's progression in international assessments

is approaching expectations.

- Results in PISA, TIMSS and PIRLS international assessments improved between the last two cycles of testing and showed very good progression overall. The school results exceeded the targets set. Progression in the benchmark assessments of English, mathematics and science, however, is weak. In these tests, many students are not reaching their potential as measured by CAT4 tests of aptitude.

Impact of leadership

is below expectations.

- School leaders are at an early stage of addressing key development points through the National Agenda action plan. In English and science, data analysis is not having an impact on students' outcomes because internal data is not always reliable. The use and application of data in these subjects is not specific enough to support individual students' needs, especially in relation to skill development.

Impact on learning

is below expectations.

- Project-based learning is a welcome opportunity for students to enhance their understanding of key topics and to apply concepts to their lives. However, this approach has a limited impact on students' learning because of the lack of embedded opportunities in lessons for critical thinking, enquiry, research, investigation and presentation of findings.

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

For Development:

- Use data from aptitude tests more effectively so that lessons develop students' potential, particularly in relation to learning skills.
- Improve students' outcomes in external benchmark tests by developing their competencies and confidence in skills and content.

Moral education

- The moral education curriculum meets requirements. In Secondary, it is of a higher quality because it is enriched by a variety of supplementary materials and links to other areas of learning.
- The quality of teaching is variable. It is most effective when teachers ask students challenging and probing questions that promote dialogue and deeper thinking.
- Assessments are taken regularly by students, but the quality of tests is variable. Assessments are often focused on students' recall of knowledge rather than on their understanding, attitudes and application of knowledge.

The school's implementation of moral education is below expectations.

For Development:

- Improve all teachers' questioning skills so that interactions with students in lessons are of a higher quality and promote a greater depth of understanding.

Reading across the curriculum

- The school has identified students who are not yet reading at the age expected level. Boys' reading skills and levels of comprehension are generally less developed than those of girls.
- The school recognises the need to improve reading literacy across the school. Teachers of all subjects are not always aware of students' reading needs, and so the support they provide is inconsistent.
- A majority of students can read adequately but do not always comprehend texts. Typically, students have a limited range of reading strategies.
- The school has identified a range of ways to promote a greater enjoyment of reading, but plans for improving reading outcomes are underdeveloped.

The school's provision, leading to raised outcomes in reading across the curriculum, is underdeveloped.

For Development:

- Produce and implement a clear strategic plan to secure the systematic development of students' reading literacy.
- Teach students a wider range of reading strategies and track the progress they make in reading more rigorously.

Innovation

- Students are given only few opportunities to be creative, reflective or innovative. Their use of technology is limited.
- Artificial intelligence classes, with a focus on robotics, are helping develop students' innovation. Senior students are starting to develop key skills in a range of entrepreneurial projects.
- Lessons rarely provide opportunities for independent learning and research to enable students to generate their own ideas and test them out.
- Curriculum modifications are not resulting in lessons that allow students to lead on their learning, initiate their own hypotheses and plan investigations.
- There are signs that the school leadership is beginning to have an impact on improving provision. Innovation is still limited, although senior leaders are trying to address the recommendations from last year's report.

The school's promotion of a culture of innovation is emerging.

For Development:

- Provide more opportunities for students to develop skills in innovation, creative thinking, problem-solving and enterprise.

Main Inspection Report

1. Students' achievement

Islamic Education

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

- In Primary, students understand the importance of cleanliness in Islam but often have difficulty linking this to Qur'anic verses or sayings of Prophet Mohammed (PBUH). In Middle, most students have an acceptable understanding of Islamic beliefs, and girls outperform boys. In Secondary, students understand the issues surrounding Islamic banking systems. The school's internal test data is not sufficiently valid or reliable for consideration.
- Students throughout the grades, and especially in the higher grades, are making gains in their learning by debating given topics. However, in all grades, students' memorisation skills of the Holy Qur'an are underdeveloped.
- Since the last inspection, new initiatives have been implemented to improve students' Qur'anic memorisation skills, and these are slowly starting to make an impact on the development of students' language skills.

For Development:

- Raise students' attainment and accelerate their progress by developing teaching strategies to promote higher-order learning outcomes and independent learning.
- Improve students' Qur'anic memorisation skills.

Arabic as an Additional Language

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

- Although students in Secondary have improved their language skills since the last inspection, achievement remains unchanged in Primary and Middle. Internal assessment results confirm the judgements of the inspection team.
- Across the school, most students are making gains in the skills of listening and speaking. They understand teachers' questioning and instructions and respond to basic questions with a few words. Their skills in reading with understanding and independent writing are developing more slowly.
- Modifications of the curriculum are based on the new Ministry of Education (MoE) standards. This approach, which includes real life topics and issues, is beginning to engage students more readily than previously. However, teachers sometimes resort to using English too much during lessons, which impedes students' progress. The lack of effective use of the library also hinders further improvements.

For Development:

- Ensure that the target language, Arabic, is constantly used in lessons.
- Provide lessons that offer sufficient opportunities for the development of reading skills and include an effective use of the library.

English

	KG	Primary	Middle	Secondary
Attainment	Acceptable	Weak	Weak	Acceptable
Progress	Acceptable	Weak ↓	Acceptable	Acceptable

- In the KG, teachers' assessments indicate that attainment in all areas of literacy exceed curriculum standards. This is not fully evident in lessons and children's work. Similarly, inspection evidence does not support the school's assessments that attainment and progress in the other phases are mostly good.
- While KG children write words and occasionally sentences, writing is rarely for a real purpose. Progress in the development of reading and writing, particularly in the primary grades, is slowed by a lack of understanding of how language skills should be taught.
- In the upper grades, students are increasingly able to extract meaning from text and identify key ideas when summarising. Their understanding of how authors use language to shape meaning is more limited. In all phases, students have too few opportunities to write creatively and at length.

For Development:

- Improve teachers' understanding of how language skills should be taught and ensure that lessons have clear learning objectives and activities that help students make better progress.
- Ensure that students have sufficient opportunities to write creatively and at length.

Mathematics

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

- Across the school and in most lessons, attainment and progress are slowly improving. Most students in the middle and secondary phases are making expected progress in lessons and in their work. In the KG and primary phases, less than three-quarters of students make expected progress.
- Students are learning appropriate mathematical concepts and activities in all phases. For example, in the KG, children have a secure knowledge of counting, creating patterns and recognising two-dimensional shapes. In all phases, the main emphasis is often on knowledge acquisition and less on understanding and application of mathematical concepts.
- Most students are not sufficiently challenged in their learning. As a result, achievement is restricted to only meeting expectations, and progress is often restricted by poor lesson planning and implementation.

For Development:

- Ensure that sufficient support and challenge are embedded into all lessons to enable more students to apply their mathematical skills, knowledge and understanding to unfamiliar situations and real life.

Science

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

- Students make adequate progress through Primary, Middle and Secondary and acquire acceptable levels of knowledge in these phases. Progress in the KG is less evident, where there are weaknesses in children’s scientific understanding of the world.
- Attainment is stronger when students learn scientific content and develop sound knowledge and understanding of skills. This is reflected in the good performance in internal tests in the secondary phase. Students’ weaknesses in enquiry, investigation and practical skills are reflected in external tests.
- Students in Primary, and particularly in the KG, do not have enough time to explore, investigate and test ideas. In general, the learning experiences do not challenge students enough, and, thus, their achievement remains no better than acceptable.

For Development:

- Develop students’ enquiry and investigative skills by ensuring that lessons provide them with sufficient opportunities to make hypotheses, test them by experimentation, analyse their findings and finally make conclusions.

UAE Social Studies

All phases

Attainment

Weak

- In all phases, most students have knowledge of the components of UAE social studies, which are in line with the curriculum standards. Their understanding and skills are less developed. Higher-order thinking is more evident in the middle and secondary phases than in Primary. Internal assessment results are often too generous.
- Students in Primary know basic facts about the geography of the UAE and the country’s history, before and after the union. In the middle and secondary phases, the scope of knowledge broadens out and includes key aspects of national education, such as the Delhi Sultanate.
- The department has been working on improving the curriculum. There are signs of improvement in the literacy of the subject, including communication and presentation skills, but such attributes are still underdeveloped.

For Development:

- Promote independent learning so that students think for themselves and acquire a stronger understanding and more developed communication and presentation skills.
- Ensure that assessments are fully in line with all curriculum standards and use the results to challenge all groups of students in their learning.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

- Most students are keen to learn. Older students demonstrate that they are capable of independent learning. However, because opportunities for independent learning are infrequent, learning remains mostly passive. In a few primary lessons, students are overdependent on their teacher’s guidance. KG children demonstrate adequate age-appropriate learning skills.
- When given the opportunity, students show that they are capable of learning collaboratively in groups. However, when group sizes are too large for all to participate or when the activities are not challenging enough, some students become disengaged.
- As at the time of the previous inspection, enquiry, research and critical thinking are not regular features of students’ learning. Improvement in the use of technology to support learning is limited by a shortage of devices.

For Development:

- Ensure that, in all subjects, opportunities for students to engage in independent enquiry and critical thinking are regular features of students’ learning.

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

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

- Students in the middle and secondary phases display very positive attitudes and behaviour. They are self-disciplined and take responsibility for younger students. Self-discipline is less evident in a significant proportion of primary lessons, where progress is often slowed by students’ over-excited and attention-seeking behaviour. KG children behave well.
- Students’ movement around the school is orderly. Their good behaviour ensures a smooth transition between the day and afternoon sessions. There are few reported instances of bullying, and students generally work well together to resolve their differences.
- Attendance is good, and most students are punctual at the start of the day. They show a positive commitment to following a safe and healthy lifestyle. Their willingness to support each other contributes much to the school’s friendly family atmosphere.

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

- Students in the KG and Secondary have age-appropriate and well-developed understanding and appreciation of Islamic values. Such understanding and appreciation are not as well developed in Primary and Middle. Most students understand how Islamic values and the cultural values of the UAE play within the lives of those who live in the country.
- Students' knowledge of UAE culture and heritage ranges from acceptable to good. Most, for instance, can relate the story of the country and how Sheikh Zayed was able to unite the seven emirates.
- Most students display good knowledge and understanding of their own culture. For example, they can give a clear picture of Indian traditions and how they differ from one state to another. However, their broad perception of world cultures is limited, particularly in the primary and middle phases.

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

- Students are keen to participate in opportunities to contribute to the school and its community. Students in the middle and secondary phases are involved in a range of initiatives, such as 'We are the World' project to promote tolerance. The students' council plays a significant role in the life of the school.
- Most students have a positive work ethic. Senior students develop key skills in a range of entrepreneurial projects, such as the Mathematics Souq and Commerce Day. Most understand the work required to achieve their academic and career aspirations.
- Although students understand the importance of environmental sustainability, they have too few opportunities to engage in related projects to improve the school and the local environment.

For Development:

- Encourage students in the KG and Primary to participate in age-appropriate projects to develop their social and innovation skills.
- Provide students with opportunities to engage in environmental projects which contribute to sustainability and encourage them to be active participants.

3. Teaching and assessment

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

- Teaching varies in quality from weak to good, but there are too many weak lessons in the KG, Primary and Middle. Some teachers in Primary have poor classroom management skills. Teaching is stronger in Secondary where teachers are more skilled in managing time and using resources to develop students' understanding.
- Most teachers demonstrate secure subject knowledge and explanations. However, lessons are often overly teacher-led and do not help students learn independently or think for themselves. Teacher expectations, particularly for the high-attaining students, are too low.
- The school has been trying to develop students' higher-order thinking skills, but in many lessons, these skills fail to be an integral part of learning. High-level, extended discussions are not a common feature of lessons.

	KG	Primary	Middle	Secondary
Assessment	Acceptable	Weak	Weak	Weak

- The school has developed an extensive bank of analysed internal and external data. However, the internal data is not fully reliable in Islamic education, English, science and UAE social studies. The reliability and validity of the internal data are better in Arabic and mathematics.
- The analysis and use of data to influence students' progress, teaching strategies and curriculum adaptation are having a limited impact on student achievement. Teachers use the results of CAT4 measures of potential in lesson planning, but not systematically or skilfully to meet the learning needs of different groups.
- Teachers know their students well, and students have an increasing awareness of their strengths and areas for development. The increasing use of online learning and assessment resources, alongside the effective and consistent teacher moderation of students' work, has the potential to improve outcomes.

For Development:

- Provide greater challenge for all students by promoting learning skills more effectively and developing the questioning skills of all teachers.
- Ensure that internal data is reliable and valid in all subjects and that teachers use it to meet the learning needs of all groups of students.

4. Curriculum

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

- Curriculum design and implementation have improved in the primary years, with a continued focus on the development of skills from the KG. The quality of the curriculum is now uniform across the phases.
- Transitions are planned between phases to ensure that age-appropriate learning outcomes are being developed. Continuity and opportunities for progression are now in place across all phases. The development of higher-order learning skills is still insecure.
- Staff have been working to improve the curriculum with some success. Across all phases, there is evidence of adequate and appropriate connections to a range of learning areas and real life. However, the development and embedding of critical thinking, problem-solving and research skills are limited across all phases of the school.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Weak	Weak	Weak	Weak

- The school has made some adaptations to the curriculum. However, the needs of some groups, including students of determination, higher-attaining students and those with gifts and talents are not fully met. Teachers are not modifying individual lessons effectively to meet the needs of all groups of students.
- Opportunities for enterprise, innovation, creativity and social contributions are inconsistent across all curricular areas. There is a limited range of activities to link the school to the community to benefit students' academic and personal development.
- However, the curriculum provides some appropriate learning experiences to develop students' understanding and appreciation of the culture of the UAE.
- Arabic is taught in KG 2 each week for a duration of 40 minutes.

For Development:

- Enhance students' skills of innovation, creative thinking, problem-solving, entrepreneurship and cultural understanding in all lessons.
- Ensure that modifications in lessons meet the learning needs of all groups of students and enable them to be creative and to make good progress.

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

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

- The school has adequate arrangements to ensure health and safety, and staff implement them well. Most stakeholders are aware of the procedures for child protection. Students are well-supervised during the day and are aware of potential harm from the internet. Safety checks are regular.
- The school building is maintained and kept clean and tidy. There are suitable washrooms and toilets available on each floor. Secure records are kept of any incidents and medical needs, and medicines and chemicals are stored safely. Buses are well managed and maintained.
- Because there is no lift for accessibility, any student with physical disabilities or injured adult is accommodated on the ground floor. The school has recently raised students' awareness of healthy lifestyles. A canteen has opened recently, and students are encouraged to bring healthy snacks to school.

	KG	Primary	Middle	Secondary
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Students and staff enjoy very positive working relationships. Procedures for managing students' behaviour are generally effective, though less so in Primary. The school is successful in promoting good attendance and punctuality.
- Staff are beginning to use a variety of screening assessments and standardised tests to identify students' barriers to learning or their gifts and talents. Individual education plans are being developed to ensure that modifications are more embedded within the curriculum. However, support for students with gifts and talents and for students of determination is underdeveloped.
- Students have access to a helpful programme of personal support and counselling that is committed to promoting their social and emotional well-being. Academic and personal support and careers guidance for senior students are available.

For Development:

- Provide support for students of determination that is consistent and embedded into lessons so that all groups receive the appropriate level of challenge.
- Provide support to classroom teachers in Primary in the areas of classroom management and effective classroom organisation.

Inclusion of students of determination

Provision and outcomes for students of determination

Weak

- The new leadership team promotes a vision and culture of inclusion that provide all students with equal opportunities to learn. Class teachers, however, are experiencing difficulty in implementing the vision and in creating inclusive classrooms for students of determination.
- Processes to identify students who may need support are evolving and increasingly ensure that intervention plans are targeted to reduce barriers to learning.
- Parents are fully informed of their children's progress and accomplishments and receive guidance to effectively support their children outside the school.
- The implementation of the modifications in the individualised education plans (IEPs) is not fully evident in teaching strategies, and this affects progress of students of determination. Support is ineffective in the majority of subjects and phases, and, therefore, students' engagement is not improving at an adequate rate.
- Progress towards IEP goals and objectives is ongoing, and it is rapid where targets are clearly defined and modified according to teacher evaluation. However, the lack of ongoing assessments is affecting the rate of progress of students of determination and obstructing the setting of reasonable targets.

For Development:

- Identify barriers to learning more accurately and ensure that all lessons are differentiated and that IEPs contain specific targets to reduce those barriers.
- Accurately assess students' progress and use this information to set new targets.

6. Leadership and management

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

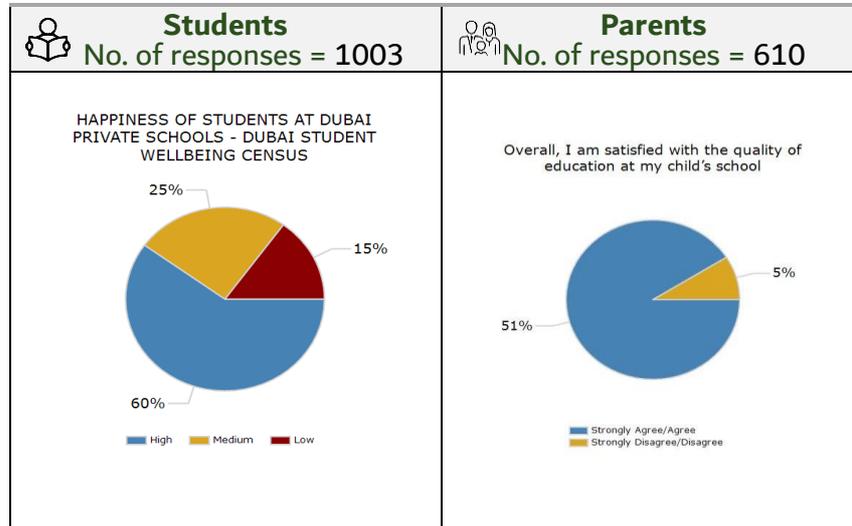
- The principal is well respected by staff and is ably supported by the vice-principal. Together, they provide an adequate level of leadership on educational matters. There is a growing drive to develop the school, and there are signs of improvement in a few student outcomes. Teamwork is well established, and morale is positive. Although leaders have organised appropriate professional development activities for staff, the quality of teaching remains weak overall.
- Leaders employ broadly appropriate processes for school self-evaluation, including lesson observations and basic data analysis. However, the processes are not comprehensive enough, nor are they done thoroughly enough to result in accurate self-evaluation judgements. The monitoring of teaching in relation to students' achievement has improved, but the accuracy of the judgements remains low. Planning for improvement is done systematically, and there are a few signs of impact. Recommendations from the previous inspection have not been fully addressed.
- Most parents are satisfied with the school's improvement in the last academic year. They appreciate new initiatives such as artificial intelligence and robotics and report improvements in discipline. Communication, including reports on their children's progress, has improved through the use of electronic media. Partnerships with other educational bodies are not sufficiently developed to help teachers understand good and best practice in teaching, learning and assessment.
- The governing body includes parents who represent the different phases in the school and have various business backgrounds. The board receives reports from school leaders on student outcomes and other matters. Parents do not contribute fully to the exercise of accountability by the board on the school. The board has made some investments in staffing and technology resources and has plans for facilities improvements in the near future.
- The management of the day-to-day life of the school is effective. Most staff have appropriate teaching qualifications. There are professional development activities for all staff and effective induction programmes for new staff. The facilities and resources have improved, but there is still insufficient technology to allow regular use by all students. The bring-your-own-device scheme is helping some students. The library resources are insufficient for all students' needs.

For Development:

- Enhance all teachers' understanding of the school's standards in teaching, learning and assessment, which are based on a wide knowledge and experience of best practice in education.
- Systematically take into account the views of staff, parents and teachers in decision making that affects the school.
- Broaden the representation of the governing body and ensure it exercises greater accountability for school improvement.

The Views of Parents and Senior Students

Before the inspection, the views of parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	<ul style="list-style-type: none"> Most students who completed the survey report high or medium levels of satisfaction with their happiness, perseverance, teachers and the school climate. Almost all say that they feel safe in the school. A majority feel that there is no physical, verbal or social victimisation, and most feel that there is no cyberbullying. These returns are broadly in line with the results of all Dubai schools and with the inspection findings.
 Parents	<ul style="list-style-type: none"> Almost all parents who responded feel satisfied with the quality of education. They think that their children are safe in the school. A majority feel that they are rarely involved in activities. Most consider that school leaders listen to them and act upon their views. Around one quarter think that bullying among students is an ongoing issue.

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