

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

ACCEPTABLE

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Sabari Indian
School LLC

Celebrating
10 years of
inspections

SABARI INDIAN SCHOOL LLC

INDIAN (CBSE) CURRICULUM

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School information

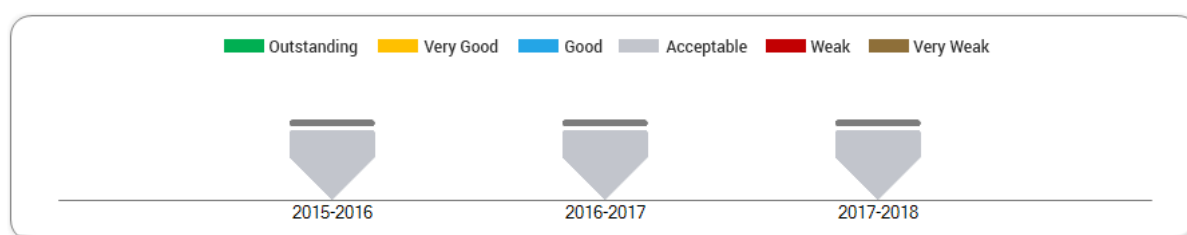
General information	
Location	Al Wuheida
Type of school	Private
Opening year of school	2013
Website	www.sisdubai.com
Telephone	00971-4-2505806
Address	30B Street, Al Wuheida Area, Near Century Mall, Dubai 88965
Principal	Ms. Latha Venkateswar
Principal - Date appointed	November 2016
Language of instruction	English
Inspection dates	2 to 4 October 2017

Teachers / Support staff	
Number of teachers	28
Largest nationality group of teachers	Indian
Number of teaching assistants	6
Teacher-student ratio	1:12
Number of guidance counsellors	2
Teacher turnover	54%

Students	
Gender of students	Boys and girls
Age range	4-14
Grades or year groups	KG 1-Grade 8
Number of students on roll	340
Number of children in pre-kindergarten	127
Number of Emirati students	1
Number of students with SEND	27
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	IBT, ASSET, CAT4
Accreditation	CBSE
National Agenda benchmark tests	ASSET, IBT

School Journey for Sabari Indian School LLC



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

Summary of inspection findings 2017-2018

Sabari Indian School LLC was inspected by DSIB from 02 to 04 October 2017. 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.

Leadership and management

The strengthening of the board of governors and the appointment of the new principal have made a significant improvement to the leadership of the school. As a result, there is now a well-considered improvement strategy and a strong drive to improve the school. Under the direction of the principal, teaching teams collaboratively review and plan each week's programme of work. This approach is already showing impact.

Students' achievement

In the Kindergarten, students' learning skills and progress and attainment in English have improved and they are now good. Students' progress has improved in Arabic in the primary and middle phases and is now acceptable. In both mathematics and science, middle phase students' progress is good. Although there are signs that improvements have taken place in all subjects, they are less pronounced in the primary phase.

Students' personal and social development, and their innovation skills

Students' personal and social development continues to be good. Students have positive attitudes and good relationships with their peers and teachers. Students have a sound knowledge of Islamic values and a secure knowledge of Emirati and their own cultures. They have an awareness of global environmental issues and have taken part in school events to make and sell artefacts.

Teaching and assessment

Teaching is stronger in the Kindergarten and middle school but overall it is acceptable in each phase. Teachers have good subject knowledge but the planned lessons do not always achieve the lesson objectives. Assessment systems have improved but the data is not yet fully exploited by teachers in planning and delivering lessons.

Curriculum

The curriculum at each stage is broad and balanced and provides sufficient opportunities for students to develop their knowledge and skills. Especially in the primary and middle stages, the curriculum has improved and a greater focus is now placed on skills development. The curriculum meets the needs of the majority of students.

The protection, care, guidance and support of students

Staff provide a caring and welcoming environment for students. Health and safety arrangements have improved and are very good throughout the school. Procedures for identifying students' special educational needs are well established but do not adequately identify the gifted and talented. Support for these students in lessons is often weak.

What the school does best

- The school is supported very well by a skilled board of governors.
- The inspirational leadership of the principal is transforming the school and has already impacted on students' achievement in a relatively short time.
- The effectiveness of school systems and the emphasis placed by school staff in providing a safe and caring environment for all students.
- The development and provision of a broad curriculum across the school which has helped to improve student's attainment.







Key recommendations

- Improve students' attainment in Arabic as an additional language.
- Improve the quality of teaching and the progress students make in all subjects by;
 - improving the consistency of classroom management
 - making better use of assessment data when planning to meet individual students' learning needs
 - providing more opportunities in all subjects for students to exercise critical thinking and innovation skills
 - providing more helpful feedback to students to enable them to improve and ensure that the subsequent action of students is followed up.
- Improve the provision for students with SEND by;
 - developing individual education plans and ensuring that barriers to learning are accurately identified, learning strategies are clear for teachers to incorporate into their lessons, and the extent of success can be measured
 - putting in place clear expectations, high quality training and rigorous monitoring and accountability systems to improve the work of learning support assistants.
 - improving the monitoring of students with SEND in the classroom.
- Improve self-evaluation by making lesson observations more rigorous and by taking more account of how well students are learning and the outcomes they achieve.
- Provide training to support middle leaders to have a greater impact on improving teaching, learning and student outcomes in their departments.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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, 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:

- Attainment as indicated by the National Agenda Parameter (N.A.P) benchmarks is above expectations in mathematics, and meets expectations in English and science.
- The school meets the registration requirements for the N.A.P.
- The school's National Agenda action plan addresses key strategies to meet and exceed its N.A.P targets. The leadership team is committed to the National Agenda, and is held accountable by governors.
- The CAT4 and ASSET data are analysed, and this clearly identifies individual achievement gaps for all students. Senior leaders understand these analyses and how to use them to modify provision.
- The school has modified its curriculum to ensure that N.A.P requirements are met and that the CSBE curriculum prepares students for TIMSS and PISA.
- Teachers seek to challenge students to justify their responses by explaining their thought processes. More often, teachers adopt a learning facilitation style of working.
- The principal has a strong conviction that research skills form the basis for lifelong learning. In some grades, learners have more opportunities for independence.

Overall, the school's provision for achieving National Agenda targets meets expectations

Moral Education

- Elements of the moral education programme (MEP) have been integrated within the social studies curriculum.
- The MEP coordinator is aware of the importance of personalised, and engaging lessons. However, practice is inconsistent and the impact on how students feel and think is limited.
- Teacher planning shows students are encouraged in lessons to share their understanding of MEP with their peers using personal examples to express their thoughts.
- The school does not yet have an assessment process in place, however the coordinator understands the requirements and is developing methods for assessment.

The school's implementation of the moral education programme is under-developed

Social Studies

- The UAE social studies curriculum is broad and balanced. It follows the requirements of the UAE social studies learning outcomes. Cross-curricular links are integrated into the curriculum and social studies lessons.
- Teachers have good subject knowledge, plan appropriate lessons and understand the importance of engaging students, personalising learning and differentiating activities. Teachers use the UAE social studies textbooks, supplemented with additional materials.
- When given the opportunity students make connections between areas of learning and develop skills of research and enquiry. Critical thinking and problem-solving skills are underdeveloped.
- Assessments provide measures of students' progress. The information supports teaching and curriculum modification, however the needs of different groups of students is not consistently met.

The school's implementation of the UAE social studies Programme is developing


Innovation in Education

- Across the school students have some opportunities to think innovatively and work in creative ways. They often use digital technologies but this approach is not yet having a significant impact.
- Students occasionally participate in projects which develop innovation and enterprise skills. A few students with SEND are using assistive technology to access the curriculum.
- Although students have ready access to tablet computers, the effective use of digital technologies is not yet consistently planned or used effectively to develop skills of innovation and creativity
- Technology classes provide some opportunities for innovation and problem solving. There are few other opportunities identified in curriculum planning and lesson plans to develop the skills of innovation.
- The school does not yet have a coherent or consistent approach to developing skills of innovation. Some leaders are committed to developing a culture of innovation.

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

Main inspection report


1. Students' achievements

		KG	Primary	Middle
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable

- In Islamic education, students' work reflects a basic understanding of Islamic concepts and how they relate to their lives. Students' understanding in the middle phase is not sufficiently developed.
- Across the phases, students have a secure understanding of the laws of worship such as Wudoo, prayers, Hajj and the five pillars of Islam, especially in the primary phase. Students can relate concepts to the appropriate Hadeeth and Sourahs.
- Improvements in the quality of teaching are impacting on students' outcomes in some ways. Students are starting to develop their critical thinking skills and make real-life connections at a basic level.

For development


- Adjust teaching strategies to produce better paced and more engaging lessons at all levels.
- Improving the quality of students' skills in recitation of the Holy Qur'an.

Arabic as an additional language 		KG	Primary	Middle
	Attainment	Not applicable	Weak	Weak
	Progress	Not applicable	Acceptable ↑	Acceptable ↑

- In Arabic as an additional language, less than three quarters of students are attaining the curriculum standards. Students have adequate reading and comprehension skills.
- Most students are developing the four language skills but only at a limited level. They can form basic sentences using familiar vocabulary following a pattern modelled by the teacher, but often make mistakes. Their listening and speaking skills are weaker.
- Improved reading and writing instruction, especially in the middle phase, has helped students make better progress in lessons and over time.

For development


- Develop interactive student-centred language strategies with greater immersion in the target language.
- Develop systematic assessment planning aligned to learning outcomes.

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

- Children in the Kindergarten have strengths in speaking skills and this solid foundation enables students to access the curriculum as they move through school. Middle school students make steady progress in studying a variety of texts and developing comprehension skills.
- There are significant gains in attainment in reading in all phases and students are becoming habitual readers for information and pleasure. This contributes to students' performance in international benchmark tests.
- Independent writing is underdeveloped. Students acquire skills in reading but do not reinforce them in writing. Comprehension skills and reading for meaning are less strong in the primary and middle phases.

For development


- Provide regular opportunities for independent writing in a variety of genres.
- Develop comprehension skills at all levels.

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

- Students achieve only age related attainment across the school. Rates of learning have improved for students in the middle phase. Student progress is now accelerating as a result of adapting the curriculum to meet National Agenda requirements.
- Skills relating to numbers are stronger than those of geometry or data handling. Students are comfortable using arithmetic to solve problems. Their skills in applying their mathematical knowledge or using it to ensure sound reasoning are not sufficiently strong for most students.
- Mathematical skills are being more consistently developed in all phases. Regular mental mathematics practice, and the increasing use of real world contexts to present students with mathematical problem solving, are beginning to result in improvements in student progress.

For development

- Increase opportunities for students to reason with data from several sources, to draw conclusions and justify thought processes.

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

- Students' attainment is acceptable across the school. In the middle school in all aspects of science and students' acquisition of knowledge are stronger. Consequently they make good progress.
- Children in the Kindergarten are keen and curious to learn how the world works. The enquiry based approach to learning enables them to explore and investigate scientific concepts.
- The attainment and progress of boys is stronger than that of girls. When primary students are given opportunities for enquiry, they respond positively and become eager learners.

For development

- Share best practice in class management and teaching in science.

	KG	Primary	Middle
Learning Skills	Good ↑	Acceptable	Acceptable

- Overall learning skills are well developed in the Kindergarten but are less secure in other phases of the school. In the KG, children are presented with good opportunities for developing individual learning and there is less teacher directed activity.
- Critical thinking is less well developed in the primary phase and not embedded in all phases. Students work well together collaboratively when provided with the opportunity. They use technology frequently in most subjects across the school.
- When opportunities for independent work are offered in lessons, students take control of their learning and make connections between different subjects. At present this is not fully developed across the school.

For development

- Increase opportunities for students to make connections between different areas of learning and apply learning skills across all subject.

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

	KG	Primary	Middle
Personal development	Good	Good	Good

- In all phases students have positive attitudes and a desire to learn. They build respectful relationships and take responsibility for helping others. Students do not always follow up on teacher feedback.
- Students have a good knowledge of healthy eating and enjoy the sport activities and clubs offered by the school. Older students encourage others to behave well around school so the environment is safe and orderly.
- Students enjoy coming to school and attend well in the primary and middle phases. However, some classes in the Kindergarten have lower attendance rates than others and these children have less time for learning.

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

- Students have sound knowledge of Islamic values and practices. Older students have a good understanding of the part played by Islam in daily life in the UAE. They are aware of Islamic symbols and celebrations and can explain their meanings.
- Students have a secure understanding of Emirati culture and how Dubai embraces diversity. They can explain how Dubai developed over time into a cosmopolitan hub especially in the areas of construction and technology.
- Students' understanding of their own culture is strong across the grades. They have emerging views of other world cultures, and with the right prompts, they can identify a few features of different countries and cultures.

	KG	Primary	Middle
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

- Students, especially in the Kindergarten, demonstrate a strong work ethic. They contribute and demonstrate a sense of responsibility to the immediate community and take part in related competitions and events.
- The student council shows initiative, particularly when representing student issues. Students demonstrate skills of cooperation and resourcefulness. When given opportunities they are enterprising.
- Students demonstrate their awareness of environmental issues through adopting endangered species, avoiding waste and recycling resources. They celebrate 'World Earth Day' and "World Ozone Day". As a result of their involvement in projects to sustain the environment, the school has achieved the DEWA Conservation award.

For development

- Develop students' leadership and entrepreneurial skills.
- Provide students with more opportunities to take initiatives and have wider responsibilities.

3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Teaching is not consistent, but it is stronger in the Kindergarten and in some science sessions. Effective planning, supporting students' learning and hands-on active learning are usually features of these lessons.
- In all three phases teachers have a secure subject knowledge. Although teachers' planning is consistent, lesson objectives are often not clear enough to share with students. In some lessons, teachers' classroom management skills restrict learning. Teachers are in the early stages of developing students' critical thinking and problem-solving skills.
- Teachers frequently use technology in lessons and the skilful use of tablet computers and 'Apps' motivates students, especially to read for information or for pleasure. Boys in particular show an improvement in literacy. Teachers sometimes support students with special needs and disabilities with assistive technology.

	KG	Primary	Middle
Assessment	Acceptable	Acceptable	Acceptable

- Significant changes have taken place in internal assessment processes across the school. Data is collated from both internal and external sources and all subject leaders are aware of the range of data to be used to track student progress.
- The analysis of attainment data on individuals and cohorts is improving. This data is used effectively in those areas directly impacted by NAP targets and in Kindergarten. However, the use of data to modify teaching strategies is inconsistent, particularly for students with SEND.
- The school uses CAT4 to identify students who have weaknesses or strengths in different areas of reasoning. Regular progress reviews take place where trends and interventions can be identified.

For development

- Establish consistent practice among all teachers in how they feedback to students, follow up their marking, and facilitate student self and peer assessment.

4. Curriculum

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

- The school offers a curriculum that is broad and balanced at each stage. It is planned suitably to prepare students for the next phase of education. In a minority of subjects, the curriculum is further developed by incorporating higher order thinking and connections with other areas.
- The curriculum has been amended to help students meet the national and international benchmarks. Although the curriculum has breadth, there are few opportunities for students to exercise choice and follow their interests.
- Additional topics have been introduced. There is now a greater focus on skills development. This provides a better match to the external international examinations. The inclusion of e-resources and practice books has helped students' achievement improve.

	KG	Primary	Middle
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The curriculum meets the needs of the majority of students in all phases. It is personalised to a larger extent in the Kindergarten. Additional activities and cross curricular links help to enrich the curriculum. UAE culture is integrated well into the Kindergarten curriculum and to a lesser extent in the other phases.
- The school uses a variety of teaching and learning material to support the diverse learner needs. The curriculum modification are largely for the benefit of the underachievers and there are few changes to meet the needs of the higher attaining students.
- Although adaptations have been made and some of these have resulted in improvements not all are consistently implemented. Opportunities for enterprise and innovation are not evident at all grade levels and in all subjects.

For development

- Introduce additional opportunities to meet the needs of the gifted and talented students and help them achieve their potential.

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

	KG	Primary	Middle
Health and safety, including arrangements for child protection / safeguarding	Very good ↑	Very good ↑	Very good ↑

- Care, protection and guidance and its implementation for the support of students is very good. Systems and practice are consistent in all school phases, in the school buildings and the grounds.
- The school has highly effective procedures for transportation and monitoring arrangements to keep students safe. The school premises are suitably adapted to ensure access for all groups of students. The promotion of health and well-being is evident and effective throughout the school.
- Risk assessment and other safety procedures are thoroughly and methodically implemented to ensure the protection of students from harm. This has led to improvements in all aspects of care guidance and support.

	KG	Primary	Middle
Care and support	Acceptable	Acceptable	Acceptable

- Staff provide a caring and welcoming environment for students throughout the school. Leaders have recently introduced mentoring by teachers to further develop and refine the support it provides for all students. Careers guidance for older students is at an early stage of development.
- The school provides a limited range of opportunities for students to take responsibility and develop their interpersonal skills. Systems for promoting students' attendance and punctuality are effective in the primary and middle phases.
- Procedures for identifying students' special educational needs are well established. However, the identification of students who are gifted and talented is less well developed. Support for students in lessons is often ineffective because it is not well matched to their needs.

For development

- Provide support for students in lessons to help them to overcome the specific barriers to learning that they are experiencing and improve their independence.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- Leaders have an operational overview of the department. Self-evaluation is descriptive rather than evaluative, and the action plan lacks sharp focus on the main priorities. An inclusion champion is in place and a governor for inclusive education has been identified.
- The school accurately assesses and broadly understands students' needs, but too little emphasis is placed on identifying the specific barriers to learning. The arrangements for helping students are too complex for teachers to use in their lesson planning.
- Parents have positive relationships with the school. Communication is regular and staff are easy to contact. The school involves parents in devising education plans, although their contributions are limited. Support for parents is mainly provided by signposting to other services.
- Teachers usually have regard for the range of ability in their classes, but do not consistently make appropriate modifications which take account of students' specific special educational needs. The quality of personal support provided for students by learning support assistants varies considerably.
- Students with special educational needs and disabilities usually make adequate, but not accelerated, progress over time. They have positive attitudes to school. Students do not always make enough progress in lessons because teachers do not adequately consider their needs.

For development

- Improve the quality of individual education plans by ensuring that barriers to learning are accurately identified, strategies are clear enough for teachers to incorporate into their lessons, and success can be measured..
- Provide training and development for learning support assistants. Monitor students' progress in lessons.

6. Leadership and management

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




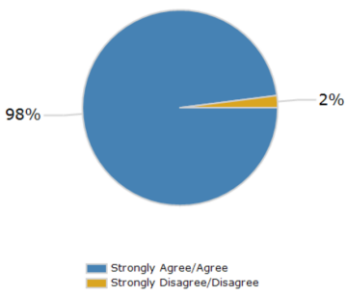
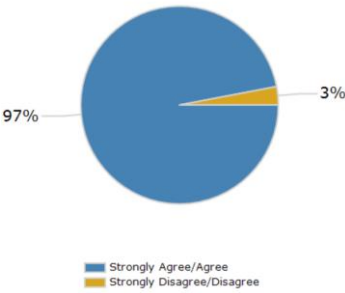
- The school's vision of providing an inclusive, high quality education for all students embraces the UAE's National Priorities. The inspirational principal drives improvement through her weekly training workshops for teaching teams. She has high aspirations for all in the school community. Communication and relationships among staff are good. The impact of middle leaders on improving practice in their departments is inconsistent.
- The school has a well-organised and systematic approach to self-evaluation which provides leaders with information on the school's performance. However, the school's view on the effectiveness of lessons is sometimes too positive. Senior leaders have responded very well to the last inspection report and produced a good strategy to improve the school. It is already having an impact.
- Parents are actively involved with their children's education and support the school well. Greater involvement with planning programmes for students with SEND would be beneficial. Communication between the school and parents is very good. Parents are fully informed on their children's progress and attainment, but insufficient information is given on personal and social development. Beneficial links have been formed with local schools and organisations.
- The governing body has expertise in SEND, school improvement and education research. It includes parents and their views are regularly sought and acted upon. The governors have a detailed and accurate knowledge of the school. Through their regular meetings and the principal's reports, they hold the school to account for its performance. The board has made a substantial investment in IT resources and teacher training.
- The school is managed efficiently on a day to day basis. It is staffed with a sufficient number of qualified teachers who have a good knowledge of their subjects. The continuous professional development programme is improving teachers' skills. The premises and specialist facilities provide a good learning environment.




For development

- Introduce a leadership development programme to improve the impact of the heads of department on students' attainment and progress .
- Support and coach teachers to adjust lesson plans and teaching approaches to meet more effectively the needs of all students.
- In monitoring take more account of student outcomes when evaluating lessons.

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.

 Students No. of responses = 0	 Parents No. of responses = 72	 Teachers No. of responses = 20
Not Applicable	<p>I am happy with the work that KHDA is doing</p>  <p>98% 2%</p> <p>Strongly Agree/Agree Strongly Disagree/Disagree</p>	<p>Overall, I am satisfied with the quality of education at my school.</p>  <p>97% 3%</p> <p>Strongly Agree/Agree Strongly Disagree/Disagree</p>

 Students	No student survey was carried out as a result of the young age of the students.
 Parents	Most of the parents who responded to the survey are satisfied with the quality of education provided by the school. All think that their children are safe and happy in school and that staff place a strong emphasis upon students' well-being. They feel that students are supported well in class, receive helpful feedback from teachers and are encouraged to be curious and innovative.
 Teachers	Almost all teachers who responded to the survey are satisfied with the quality of education provided by the school. They think the school is well led. All teachers say they are happy working at the school. They think students are happy and well-behaved and that they are developing a good awareness of UAE and other cultures.

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