

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

ACCEPTABLE

المعرفة  
Knowledge

## INSPECTION REPORT

2017-2018

Bilva  
Indian  
School

Celebrating  
10 years of  
inspections

BILVA INDIAN SCHOOL

INDIAN (CBSE) CURRICULUM

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## School information

General information	
Location	Al Qusais
Type of school	Private
Opening year of school	April 2014
Website	www.bisedu.ae
Telephone	00971-4-2040900
Address	Al Ghusais School Zone, Dubai, United Arab Emirates
Principal	Bogumila Matusiak Varley
Principal - Date appointed	9/1/2017
Language of instruction	English
Inspection dates	02 to 04 October 2017

Teachers / Support staff	
Number of teachers	58
Largest nationality group of teachers	Indian
Number of teaching assistants	25
Teacher-student ratio	1:11
Number of guidance counsellors	1
Teacher turnover	19%

Students	
Gender of students	Boys and girls
Age range	4-14
Grades or year groups	KG 1-Grade 8
Number of students on roll	604
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	38
Largest nationality group of students	Indian

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

### School Journey for Bilva Indian School judgement

■ Outstanding 
 ■ Very Good 
 ■ Good 
 ■ Acceptable 
 ■ Weak 
 ■ Very Weak



2016-2017



2017-2018

## 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

**Bilva Indian School** 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

Leadership and management of the school are much improved. Governance and partnerships with parents are also improving. More effective school self-evaluation is contributing to these improvements. Additional resources and staff development have had a positive impact on students' progress in English, mathematics and science, but not, as yet, in Arabic. The school is well staffed with suitably qualified teachers.

### Students' achievement

Better progress has led to improved attainment in English, mathematics and science. Although attainment and progress are acceptable in Arabic, similar rates of improvement have yet to be seen. Progress in English in the middle school has improved particularly well and attainment is now good. In most other subjects, attainment and progress are also improving, such as in music.

### Students' personal and social development, and their innovation skills

Students' personal and social development is a strength of the school. Most students are well behaved and ready to learn when they arrive in school. They have a good appreciation of Islamic values and Emirati culture. More students are being involved in projects, such as the Handwashing Project, that enable them to be innovative and exercise initiative.

### Teaching and assessment

Teaching has improved, particularly in the middle phase where it is now good. Better use is being made of assessment information to check students' progress and to support the learning individual students. However, the work set in lessons, particularly in the Kindergarten and primary phase, is not always well matched to students' abilities. Higher ability students are often set work that they find too easy.

### Curriculum

The curriculum has improved and is now good in all phases. UAE social studies is well integrated and students are being provided with more opportunities to be innovative. Curriculum adaptation is acceptable. While the differing needs of students with SEND are well met, there is not enough modification to consistently meet the needs of the most able.

### The protection, care, guidance and support of students

The school has good procedures for safeguarding students. The Kindergarten provides a safe and caring environment for young children and students in all phases, including those with SEND, benefit from good support. Support for gifted and talented students is more inconsistent. Not all parents ensure that their children are in regular attendance and, as a result, attendance is only acceptable.

### What the school does best

- The clear direction set by the school leadership, which ensures that there is a continuing focus on improvement in a positive learning environment.
- Improved assessment procedures and improved attainment and progress in English, mathematics and science.
- Students' personal and social development and their understanding of Islamic values and Emirati culture.
- A curriculum that provides students with a good range of learning experiences.
- An inclusive ethos that ensures all students are provided with good care and support, particularly those with special educational needs and disabilities (SEND).







### Key recommendations

- Accelerate students' progress in Arabic, so it at least matches that seen in other subjects.
- Ensure that teaching is consistently good and better, particularly in the Kindergarten and primary phases, by ensuring that learning activities are well matched to students' ages and abilities, especially those at the upper end of the ability range.
- Develop the skills of middle leaders so that they can identify and eliminate weaknesses in teaching and fully support the drive for improvement.
- Provide all governors with all the necessary information to hold leaders fully to account for students' outcomes.

## Overall School Performance

Acceptable ↑

### 1. Students' achievement

		KG	Primary	Middle
<b>Islamic education</b> 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
<b>Arabic as a first language</b> 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
<b>Arabic as an additional language</b> 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
<b>English</b> 	Attainment	Acceptable	Acceptable ↑	Good ↑
	Progress	Good ↑	Acceptable ↑	Good ↑
<b>Mathematics</b> 	Attainment	Acceptable ↑	Acceptable ↑	Acceptable ↑
	Progress	Acceptable ↑	Acceptable ↑	Acceptable ↑
<b>Science</b> 	Attainment	Acceptable ↑	Acceptable ↑	Acceptable ↑
	Progress	Acceptable ↑	Acceptable ↑	Acceptable ↑

	KG	Primary	Middle
Learning skills	Acceptable	Acceptable	Good ↑

## 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 ↑	Good ↑
Assessment	Good ↑	Good ↑	Good ↑

## 4. Curriculum

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

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

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

## 6. Leadership and management

The effectiveness of leadership	Good ↑
School self-evaluation and improvement planning	Good ↑
Parents and the community	Acceptable
Governance	Acceptable ↑
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 measured by the National Agenda Parameter is not secure in science, mathematics and English.
- The school meets the registration requirements for the National Agenda Parameter (N.A.P.).
- Governors need to continue to develop their understanding of N.A.P. School leaders ensure that staff have appropriate training to analyse benchmark data.
- The school has conducted a thorough analysis of all N.A.P. data and teachers, at all levels, and are fully aware of the findings and their implications.
- Significant modifications have been made to the curriculum because of N.A.P, particularly in English. Critical thinking in science and mathematics is not as strongly developed.
- Teachers are beginning to incorporate N.A.P. style questions into teaching and assessment. Differentiation is an established principle in the school, although not consistently seen in practice.
- The majority of students are familiar with N.A.P. results but opportunities to develop independent research skills are not seen in most lessons.

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

### Moral Education

- Moral education is taught in discrete lessons in the primary and middle phases. Discussion and conversations about relevant topics also take place in other subjects.
- Values, respect and appropriate behaviour are often the main concerns of teaching and learning, rather than more challenging discussions and debates.
- Consideration of differing viewpoints is not a regular feature of students' learning, so opportunities for the development of critical thinking are not provided.
- Assessment systems are similar to those established within the school as a whole. Progress is assessed through portfolios of work.

**The school's implementation of the moral education programme is developing.**

### Social Studies

- The school presents a balanced curriculum, delivered in English. There is an effectively integrated approach, which makes appropriate links between the CBSE curriculum and UAE culture.
- Detailed lesson planning supports the taught programme. This includes a variety of activities, which are generally well-structured to match students' interests and abilities.
- Small group discussions are common features of most social studies lessons. Research opportunities are limited to homework as part preparation for debate.
- Assessment mainly consists of anecdotal reports of what students have achieved, with summaries to give an overview of the development of students' concepts and skills.

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


### Innovation in Education

- When given the opportunity students demonstrate the capacity for new ideas in their learning. However, these opportunities are not consistently seen in all phases.
- Opportunities for students to understand social responsibility have increased, for example through the Handwashing Project, but these opportunities are not fully integrated in all areas of the curriculum.
- Through projects that involve the use of technology, students have more opportunity to be innovative. However, the use of technology does not feature in most lessons.
- Although yet to be consistently seen in practice, curriculum adaptations are being made to develop a school-wide approach to the development of innovation.
- Leadership is committed to the innovation agenda. Teams have been established to drive this forward, supported by assessment procedures that focus on creativity in students' work

**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

- Most students across the school demonstrate levels of attainment that are in line with curriculum standards. In the primary phase, they understand the principal concepts of Islam. In the middle phase, they show understanding of Islamic etiquette, worship, morals and values.
- Through discussion, most students in the primary phase gain a basic knowledge of religious concepts. They are able to recognise the pillars of the Islam faith. Recitation skills and memorisation are slowly improving. A few students are able to quote the Holy Qur'an when discussing Islamic issues.
- While most students can explain the ideas conveyed in the verses and contexts, their ability to relate Islamic concepts in everyday life and other contexts is under developed. The majority of students make progress that is line with curriculum expectations.

#### For development

- Improvement of recitation skills and understanding Islamic worship.
- Increase opportunities for students to link Islamic concepts to everyday life.




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

- The achievement of most students is broadly in line with curriculum expectations. Most primary students are able to follow the teacher's instructions but have difficulty in responding. Many resort to English in order to express their ideas. A minority have good listening and reading skills, but their communication and comprehension skills are not as strong.
- In lessons and in their recent work, students demonstrate basic levels of Arabic knowledge. Limited vocabularies and conversation skills are evident across both phases. Nevertheless, most students make acceptable progress when measured from their starting points. Progress in lessons is also acceptable in relation to the learning objectives.
- Teacher's evaluations of students' attainment and progress are not entirely accurate, especially their speaking and writing skills. Progress is slowed because learning objectives are not clear to students and are mainly based on the content of textbooks.

#### For development


- Focus on improving basic communication skills in Arabic.
- Increase the accuracy of evaluations of students' attainment and progress.

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

- In lessons and in their recent work most students demonstrate levels of knowledge and skill that are in line with curriculum expectations. A particular strength is their skill in reading which results from their involvement in class novel studies.
- Most children enter the Kindergarten with limited English but progress rapidly in speaking and comprehension. Well-planned activities in the primary classes enable children to develop their reading and writing skills. In the middle phase they are increasingly adept in writing for different purposes.
- The development of critical thinking, innovation and enquiry skills are not embedded in lessons in the Kindergarten or the primary phases. These skills are well developed in the middle phase when students successfully research and debate issues such as racism and equality.

#### For development


- Increase opportunities for students to develop their critical thinking and enquiry skills, particularly in the Kindergarten and primary phases.

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

- External test results show improvements in attainment in the primary phase, while internal assessments show improvements in the middle phase. In all phases, the best progress is made in lessons with appropriate levels of challenge and opportunities for problem-solving.
- In the Kindergarten, children can work out simple calculations using increasing number values, in KG1, they recognise and name shapes and numbers. Across the phase problem solving in a wide variety of ways and for different purposes is underdeveloped.
- Successful developments include the use of assessment data to modify the curriculum and teaching, and the collection of information on students' progress, particularly in the primary phase. A calculation policy has been introduced and is being implemented to boost mental calculation skills.

#### For development

- Integrate opportunities to use learning technology in lessons, across the school.

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

- Attainment and progress are similar in all aspects of science across all phases. Students are becoming more actively engaged in conducting investigations and applying the scientific method both in pairs and in groups.
- When given the opportunity most students, particularly those in the middle phase, show that they are able to apply their knowledge in a variety of creative and imaginative ways. However, opportunities such as these are not consistently seen in science lessons.
- Overall attainment and progress in science has improved due to revisions in the curriculum, which emphasise the development of critical thinking, problem solving and the application of knowledge. However, lessons planned for the teaching of these skills are not always implemented.

#### For development

- Increase opportunities for older students to participate in laboratory experiences and conduct scientific research that require them to more fully utilise technology.

	KG	Primary	Middle
Learning Skills	Acceptable	Acceptable	Good ↑

- In the Kindergarten, children make contributions and engage in learning when given the opportunity. In the remaining phases, but particularly in the middle phase, most students show positive attitudes and are actively involved in lessons. They collaborate well and communicate confidently with their teachers and peers when required.
- In most subjects, students make clear connections between current and prior learning, and between learning in the classroom and the world outside school. However, making connections between different areas of learning and developing their learning skills in different contexts is not a strong feature of students' learning.
- Students do not have enough opportunities to use technology in the classroom. Examples of the development of critical thinking skills are seen in English lessons in the middle phase. However, the development of critical thinking and problem solving skills are underdeveloped features of learning.

#### For development

- Increase opportunities for students to make connections between different areas of learning and develop their learning skills in different contexts.

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

	KG	Primary	Middle
<b>Personal development</b>	Good	Good	Good

- Most students display positive attitudes to their learning in lessons and around the school. In the Kindergarten, children learn to take personal responsibility and display positive attitudes to learning. In other phases students respond well to critical feedback and are developing self-reliance.
- Students' behaviour is generally good across the school. In most lessons, students relate well to each other and are courteous towards their teachers. However, in a few lessons in the lower grades, some behaviours are not managed well resulting in slower progress in learning.
- Students across the school make good healthy eating choices. Students are reminded of the value of a healthy lifestyle through, for example, health, hygiene and happiness initiatives and displays throughout the school.

	KG	Primary	Middle
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good ↑	Good ↑	Good ↑

- Across all phases students demonstrate a clear awareness and understanding of Islamic values, although their understanding of the impact of these values on everyday life is less secure. Most understand equality in relation to life in Dubai, irrespective of race or faith.
- Most students have a good knowledge about Emirati heritage and culture. In the Kindergarten, children understand a variety of heritage symbols and older students are developing an understanding of the way in which culture and history underpin modern life in the UAE.
- Students are proud of their own cultures and have an awareness of others. Many take part in a variety of school cultural celebrations. However, students' awareness of the common elements among different world cultures is limited.




	KG	Primary	Middle
<b>Social responsibility and innovation skills</b>	Acceptable	Acceptable	Acceptable

- From the Kindergarten, children learn to become responsible members of the school community. Older students are involved in charitable activities and environmental projects. Although the number and range of these activities are limited, they promote an understanding of what good citizenship means.
- Most students have positive attitudes to work. From the selling of handmade craft objects or lemonade, they develop an understanding of enterprise. Through the school council and representation on the governing body, students are beginning to develop leadership skills.
- Students are increasingly aware of the efforts of the UAE government with regard to environmental sustainability. They understand the merits of solar power in relation to pollution. However students' involvement in projects to support sustainability and improve their surroundings is limited.

#### For development

- Increase opportunities to develop leadership and innovation skills among all students.
- Increase participation in projects that promote sustainability, enterprise and positively contribute to society.
- Increase opportunities for students gain understanding of the common elements of different world cultures.

### 3. Teaching and assessment

	KG	Primary	Middle
<b>Teaching for effective learning</b>	Acceptable 	Acceptable 	Good 

- Teachers have a thorough knowledge of their subjects and a secure understanding of how children learn. Teaching is stronger in the middle phase where teachers in English and mathematics provide opportunities for students to reflect on their work and think for themselves.
- Most teachers plan work to meet students' individual needs. However, these plans are not always translated into practice. Learning activities are not challenging enough for higher ability students. Strategies for teaching Arabic as an additional language are not secure.
- The development of critical thinking and innovation not well developed in the school. This is particularly noticeable in science and Arabic. In English, and mathematics the application of research and reasoning skills is increasingly built into learning activities.

	KG	Primary	Middle
Assessment	Good ↑	Good ↑	Good ↑

- Assessment procedures, including the use of self-assessment and moderation, are more comprehensive and are being applied in the primary and middle phases. This is helping to improve attainment and progress. Feedback on children's work in the Kindergarten is not always age appropriate.
- A common approach to assessment is helping to drive improvement. Assessment data is used well to adjust teaching for students with SEND, but less so for the gifted and talented students. Not enough use is made of assessment to inform science teaching.
- Improvements have been made to the assessment processes and these include more rigorous tracking of students' progress and use of data to adjust the curriculum. Assessment information is used well to identify where support for individuals is needed, but less so for different groups.

#### For development

- Improve the quality and use of data to accurately monitor the attainment and progress of groups of students across the school.
- Make full use of assessment information to identify and make provision for students who are gifted and talented.

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

## 4. Curriculum

- The curriculum effectively incorporates the CBSE with elements of the English National Curriculum, especially in Grades 1 to 3. This provides a good range of learning experiences. The Kindergarten curriculum successfully integrates elements of the Ontario ELECT with the Early Years Foundation Stage (EYFS) curriculum.
- The curriculum design ensures smooth transition between phases. Cross-curricular links enable students to make connections between subjects, but these are not fully developed.
- Procedures for the systematic review of the curriculum have been established, to ensure that the academic needs of all students are met. These reviews are informed by assessment information, which enable gaps in provision to be identified and appropriate modifications made.

	KG	Primary	Middle
Curriculum adaptation	Acceptable	Acceptable ↑	Good ↑

- Adaptations to the Kindergarten curriculum are adequate to engage the interests of most children. While curriculum modifications meet the needs of the majority of students, particularly those with special educational needs, they do not provide well enough for the gifted and talented.
- Opportunities for innovation, enterprise, creativity and social contribution are too limited within the curriculum. Projects and assemblies develop social awareness and extra-curricular clubs, competitions, and field trips help develop and deepen students' interests.
- Opportunities to promote enterprise and social skills, although improving, are inconsistent. To address this, an innovation club and booster classes in, for example, Arabic and English, are planned. Students' understanding of the culture and values of Dubai is enhanced by UAE social studies.
- Arabic is taught in Kindergarten

#### For development

- Modify the curriculum to increase opportunities for students to develop enterprise and innovation skills.

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

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

- The school has effective systems for safeguarding students. The child protection policy is clear and understood by all. Staff are provided with appropriate training. The school takes steps to protect students from all forms of abuse, including bullying and cyber bullying.
- Students are supervised at all times within school and on school transport. Through contributions to the curriculum, medical staff promote healthy living, and this is evident throughout the school. All medicines are stored safely and medical records are kept securely.
- The premises and facilities are suitable for all groups of students. The spacious accommodation contributes to a calm atmosphere where all students can feel comfortable in the learning and social areas.

	KG	Primary	Middle
Care and support	Good ↑	Good ↑	Good ↑

- Positive relationships underpin the effective support the school provides. Staff are becoming familiar with the systems that have been introduced to support students' well-being. Student council members aid in monitoring their fellow students behaviour, which is good throughout the school.
- Although the school is diligent in tracking attendance and following up all absences, attendance levels are inconsistent across the school. In this inclusive school, students with SEND are welcomed.
- Procedures for identifying and assessing students with SEND are, in the main, effective and appropriate support is provided. Parents are involved in this process. However, procedures for identifying and supporting students who are gifted and talented are under-developed.

#### For development

- Develop diverse methods for identification and challenge for the gifted and talented students, in order to maximise their progress.

#### Provision and outcomes for students with SEND

Good ↑

- Governors and leaders are committed to full inclusion and to meeting the wide range of students entering the school. The recently appointed Inclusion Governor, along with the school Inclusion Champion and team, are formulating new policies and plans to further develop practice.
- Identification of need is mostly accurate, but some students who have specific learning difficulties are not always accurately assessed. The plans provided by the inclusion team to meet the needs of students with SEND, are influencing classroom practice.
- Parents are very supportive and appreciative of the way that the school strives to meet all students' needs. Students' progress is reported regularly and the staff deal with any queries of concerns promptly. Parents feel fully involved as partners in their children's education.
- Curriculum modification for students with SEND is well planned. Additional support staff, including learning support assistants, work effectively in lessons to ensure that good progress is made. Care is taken to promote independence in students' learning.
- A small number of students who have very complex needs follow a modified but parallel curriculum. Whilst these plans and methods are still developing, staff are beginning to reduce any barriers to learning.

#### For development

- Improve the identification and diagnosis of students who may have specific learning difficulties, such as dyslexia, so that their needs are fully met through personalised support.
- Develop effective systems to improve student attendance rates.



## 6. Leadership and management

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




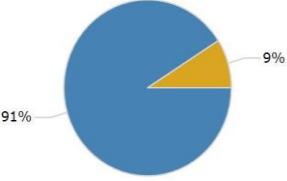
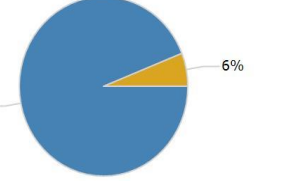
- Interim leadership has secured significant improvement in the school's performance since the previous inspection. The recently appointed principal and vice-principal provide clear direction on the school's journey towards further improvement. A shared vision is appropriately focused on raising students' achievement by ensuring that teaching and learning are consistently good and better. A positive team spirit permeates the school.
- Concerted action has been taken to tackle all of the recommendations from the previous report. Leaders monitor the quality of teaching regularly, with an increased emphasis on how well students are learning in lessons. This is helping to improve their progress.
- Parents are very supportive and are becoming more involved in the life of the school. Through informal coffee mornings and parents' committee, they are able to express their views on school policies and their children's education. Parents speak positively of the approachability of teachers and senior staff. Links with and contributions to the wider community are developing.
- Since the previous inspection a governing body has been established that is fully representative of all stakeholders. Governors are increasingly aware of their roles in ensuring that all students fulfil their potential. Strategies for enabling governors to gain the information needed to hold school's leaders fully to account for the school's performance are being developed.
- The day to day management of the school is effective and things run smoothly. Teachers and school leaders are well-qualified for their areas of responsibility and are deployed appropriately. They receive targeted, professional development and that, along with the use of assessment assistants, is positively impacting on student outcomes. The school environment supports student learning. There are, however, insufficient numbers of technological devices.




### For development

- Develop the monitoring skills of middle leaders so that they are fully able to support the drive for improvement.
- Ensure all governors have the necessary information to hold senior leaders to account for the school's performance.

## 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.

 <b>Students</b> No. of responses = 0	 <b>Parents</b> No. of responses = 254	 <b>Teachers</b> No. of responses = 18
Not Applicable	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <p>91% 9%</p> <p>Strongly Agree/Agree Strongly Disagree/Disagree</p>	<p>Overall, I am satisfied with the quality of education at my school</p>  <p>94% 6%</p> <p>Strongly Agree/Agree Strongly Disagree/Disagree</p>

 <b>Students</b>	Not applicable
 <b>Parents</b>	A majority of parents responded to the inspection survey. Almost all of these are satisfied with the quality of education the school provides. They are satisfied with provision for students with SEND. A few respondents indicated concerns about school leadership. Inspection findings indicate improved school leadership is having a positive impact on both provision and outcomes for students.
 <b>Teachers</b>	A minority of teachers responded to the inspection survey. They are positive about almost all aspects of the school's provision.

### 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](mailto:inspection@khda.gov.ae)