

# Inspection Report



## New Indian Model School

2014-2015



إكسبو 2020  
دبي، الإمارات العربية المتحدة  
DUBAI, UNITED ARAB EMIRATES

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## CONTENTS

School Information .....	2
Parents' Report .....	3
School Inspection Report .....	9
Overall school judgement .....	10
Key strengths .....	10
Changes since the last inspection .....	10
Recommendations .....	11
How good are the students' attainment, progress and learning? .....	12
How good is the students' personal and social development? .....	15
How good are teaching and assessment? .....	16
How well does the curriculum meet the educational needs of all students? .....	17
How well does the school protect and support students? .....	18
How well does the school provide for students with special educational needs? .....	18
How good are the leadership and management of the school? .....	19
What are the views of the Principal, parents, teachers and students? .....	21
What happens next? .....	22
How to contact us .....	22

## School information



### General information

Location	Al Garhoud
Type of school	Private
Opening year of school	1980
Website	www.nimsdxb.com
Telephone	04-2824441
Address	P O Box 3100, Garhoud, Deira, Dubai, UAE
Principal	Dr. Khurshid Alam Salar
Language of instruction	English
Inspection dates	19 <sup>th</sup> – 22 <sup>nd</sup> October 2014



### Students

Gender of students	Boys and Girls
Age range	3-17
Grades or year groups	KG1 - Grade12
Number of students on roll	7060
Number of children in Pre-K	NA
Number of Emirati students	0
Number of students with SEN	153
Largest nationality group of students	Indian



### Teachers / Support staff

Number of teachers	356
Largest nationality group of teachers	Indian
Number of teacher assistants	2
Teacher-student ratio	1:20
Number of guidance counsellors	4
Teacher turnover	13%



### Curriculum

Educational Permit	KHDA
Main Curriculum / Other	CBSE / Kerala State
Standardised tests / board exams	CBSE; KB
Accreditation	IB



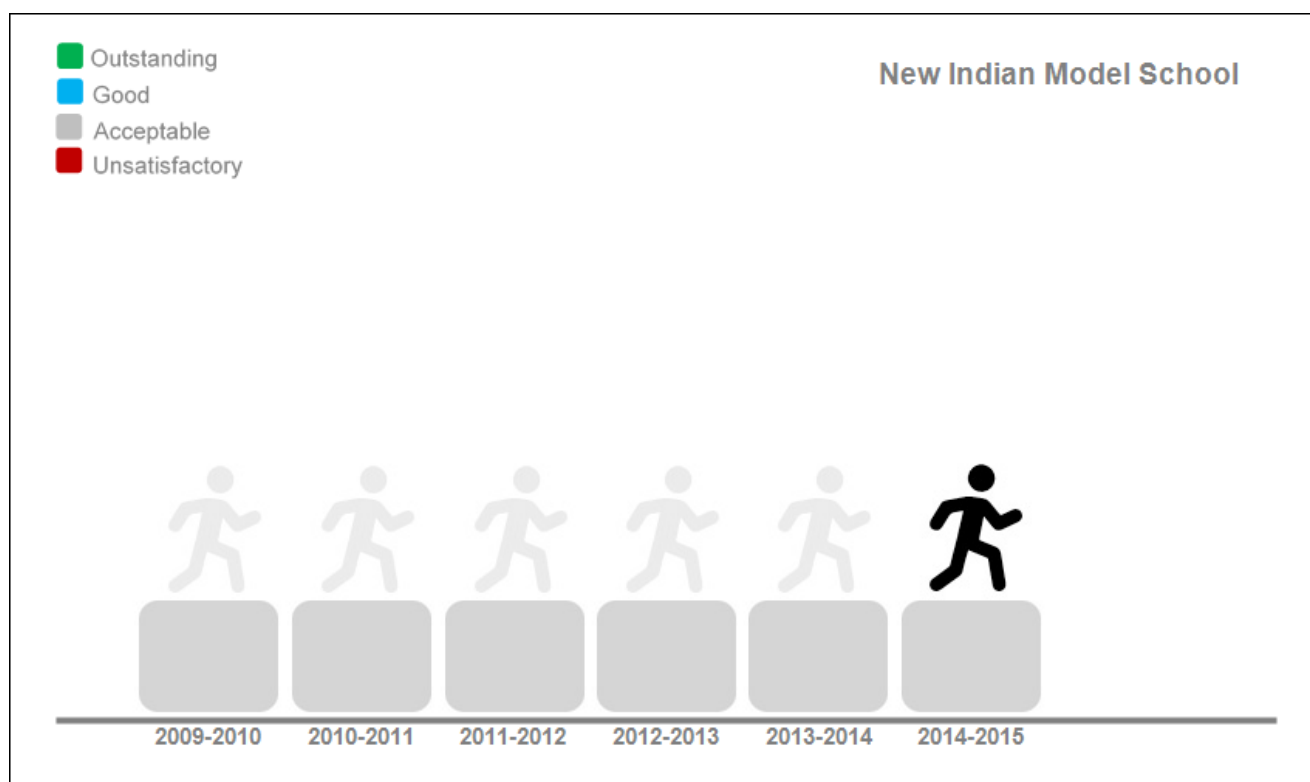




Dear Parents,

New Indian Model School was inspected by DSIB from 19<sup>th</sup> - 22<sup>nd</sup> October 2014, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### **Strengths**

- Children made rapid progress in learning to speak English as an additional language from their starting points in the first year of Kindergarten.
- Students' personal and social development was outstanding.
- The school's partnership with parents was effective.

### **Areas for improvement**

- Develop students' learning skills, particularly their critical thinking, independence, research and problem solving skills, and their use of information technologies.
- Improve the procedures for the identification, support and monitoring of all students with special educational needs, including ensuring individual educational plans reflect the personal and academic targets each student should achieve.
- Senior leaders should set a clear vision and direction to ensure teaching, learning and assessment are improved so that all students reach their full potential.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

**Yours sincerely,**

**Dubai Schools Inspection Bureau**  
**Knowledge and Human Development Authority**

## A closer look at New Indian Model School



### How well does the school perform overall?

The New Indian Model School provided an '**Acceptable**' quality of education for its students.

- Most children in the Kindergarten made good progress in learning to speak English as an additional language. Their progress slowed throughout Kindergarten as a result of their limited reading skills. Older students calculated and used geometry well. They demonstrated positive learning attitudes especially in the secondary phase.
- Most students demonstrated they were very responsible and showed self-discipline. They understood the need for healthy lifestyles and in all phases demonstrated a strong awareness of community, and the need to protect the environment. Students' attendance was outstanding.
- The effectiveness of teaching varied across phases of the school and subjects.
- Curriculum provision was better in the Kindergarten than in other phases of the school, where it did not comply with the time requirements for teaching Arabic as an additional language.
- The school's child protection policy was clear and effective to ensure the safety of the students.
- Senior leaders managed the school adequately. However, they had not been effective in improving key aspects of the school performance and standards since the previous inspection.



### How well does the school provide for students with special educational needs?

- Although the progress of students with special educational needs was acceptable, it was variable in lessons where the curriculum had not been adapted to meet the needs of these students.
- The majority of students had individual educational plans (IEPs) which outlined targets and support. However the curriculum was not always effectively modified to enable students to make expected progress.
- The support for students across the school was acceptable. Peer support for students with special educational needs was a clear strength. Students took the lead in supporting each other in their work and in accessing the curriculum. Parents were satisfied with the school's provision for special educational needs. They received information and guidance which promoted the learning and progress of their children.

## 1. How good are the students' attainment, progress and learning Skills?

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

↑ Improved from last inspection



↓ Declined from last inspection





## 2. How good is the students' personal and social development?

	KG	Primary	Middle	Secondary
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Community and environmental responsibility	Outstanding	Outstanding	Outstanding	Outstanding


## 3. How good are teaching and assessment?

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

## 4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle	Secondary
Curriculum quality	Good	Acceptable	Acceptable	Acceptable 
Curriculum design to meet the individual needs of students	Good 	Acceptable	Acceptable	Acceptable

## 5. How well does the school protect and support students?

	KG	Primary	Middle	Secondary
Health and safety	Good	Good	Good	Good
Quality of support	Good 	Acceptable	Acceptable	Acceptable

## 6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Unsatisfactory
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable



# School **Inspection** Report

## Overall school judgement

**Acceptable**

## Key strengths

- Children made rapid progress in learning to speak English as an additional language from their starting points in the first year of Kindergarten.
- Students' understanding of Islamic values and their moral attitudes were outstanding. Their work ethic was good and relationships with teachers were positive.
- The school's partnership with parents was good.
- The commitment of the teaching staff to improve students' achievements.

## Changes since the last inspection

- The schools' arrangements for assessing students' attainment and progress in the middle and secondary phases had declined from good to acceptable.
- Curriculum design in the Kindergarten had improved and was good.
- The quality of support provided to children in the Kindergarten had improved to good.
- The effectiveness of the senior leadership had declined to acceptable.
- Arrangements for self-evaluation and improvement planning had declined to unsatisfactory.

## Recommendations

- Raise students' attainment and progress in all subjects by ensuring that teachers consistently:
  - ask questions to make students think for themselves
  - develop students' reasoning skills
  - provide students with tasks and activities which are designed to develop their higher order critical thinking, research and problem solving skills.
- Increase students' access and use of Information and Communication Technology as a learning tool to enhance students' enquiry and investigative skills.
- Improve the identification, support, and monitoring for all students with special educational needs. In doing so, ensure all individual educational plans reflect the academic targets and personal development needs of each student.
- Improve the effectiveness of the school leaders by:
  - setting a clear vision and direction for the school
  - making the progress and attainment of students in all subjects the focus of school development
  - setting challenging targets for improvement
  - ensuring self-evaluation and school improvement planning are based on robust analysis of data making sure all monitoring and evaluation activities are rigorously related to student outcomes.

 Improved from last inspection

 Declined from last inspection




## 1. How good are the students' attainment, progress and learning Skills?

### KG

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In the Kindergarten most children made rapid progress in learning to speak English as an additional language. However their progress slowed in the upper Kindergarten because their reading skills were not as well developed.
- Children had good counting skills and secure knowledge of a few geometric shapes. They were developing the ability to explain their thoughts when using numbers and shapes.
- Children had developed a wealth of scientific knowledge about living things and could use this to classify and group organisms to a level above expectations.

### Primary

Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Choose an item	Choose an item
Arabic as an Additional Language	Good	Acceptable 
English	Acceptable	Acceptable
Mathematics	Good	Good
Science	Acceptable	Acceptable


- In Islamic Education the majority of students were able to read and recite short verses of the Qur'an. Most students made good progress in acquiring knowledge of the main pillars of Islam and the stories of the prophets. Most could recite short religious Arabic poems in class. The practical aspects of prayers were not evident in the girls' classes.
- In Arabic as an additional language, the majority of students in the lower primary phase were familiar with a wide range vocabulary. They responded well to greetings. Older students had appropriate listening and speaking skills. However, the development of writing skills was very slow.
- Most English language students could read text silently and could identify and research the meaning of new words. They were able to discuss and frame questions to ask their peers. Speaking skills were developing well.
- Students were developing measurement and calculation skills fairly well. They were less secure in their development of reasoning or their sense of when and how to use their number skills.

- In science, students' project work showed a developing understanding of meaningful connections to real world topics, although reasoning and problem solving skills were not strong. Students did less well in the early primary because teachers focused too often on getting the correct answers rather than ensuring students understood scientific concepts. Students made better progress when there was time for discussion and reflection regarding the practical work.

Middle		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Good	Good
Science	Acceptable	Acceptable

- In Islamic Education, the majority of students could memorise and recite longer verses from the Qur'an. They could deliver very short talks to their class about certain aspects of Islam, such as performing the Hajj. Students were unsure about the role of Hadeeth in Islam.
- In Arabic as an additional language, most students had adequate listening and speaking skills. They could speak in simple sentences correctly. Writing skills were limited to a few words or short sentences. Overall, girls made better progress than boys.
- In English, most students listened well and spoke with confidence. They could read well but their writing skills were less well developed.
- In mathematics, most middle stage students used good computational skills confidently in basic problem-solving and using formulae in work involving shape. They made better progress in developing critical thinking skills when working independently on projects.
- In science, the younger students in the middle school were able to relate what they learned about simple circuits to the use of electricity at home. Older students made slower progress because of their underdeveloped practical skills and their insecure applications of science to technology and the environment.

Secondary		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good 

- The majority of senior students could recite longer 'Surah' of the Qur'an by heart and others could deliver short talks to their class, regarding prohibitions in Islam. Most students were able to write short religious sentences in Arabic and were beginning to understand the process behind some of the Islamic Fiqh and rules.
- In Arabic as an additional language, students could respond to teachers' questions using correct phrases. They could decode scripts but struggled to understand unfamiliar text. Their writing skills were underdeveloped, particularly in the boys' section.
- In English, students demonstrated effective listening skills and could convey feelings when reading texts aloud. A few girls wrote short speeches and a few created their own poems. Most could discuss a given issue. They spoke clearly about their thoughts and expressed themselves while contributing to discussions. All could think critically and contribute to the class discussion. However, most students' reading ability was below age related expectations.
- In mathematics, most students made good progress when they applied algebra skills in a range of contexts, including problem-solving across the phase and calculus from Grade 11 onwards.
- In science, there was a wide variation in students' performance in CBSE and Kerala Board exams in Grades 10 and 12 with girls frequently outperforming boys by a large margin. Students were able to build on secure foundations and make rapid progress when they were given opportunities to work independently, for example in Grade 12 practical science lessons. However, younger secondary students had limited opportunities to use the science laboratory, despite the time and space being available. This hindered the progress students could otherwise have made.

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable	Acceptable	Good

- Students' positive attitudes towards their learning were seen across all phases of the school. Most students were engaged in their learning with a majority of them willingly taking responsibility for their own learning, particularly in the Kindergarten and secondary school.
- When given the opportunity to interact, most students collaborated well, particularly in the secondary school. Whilst such opportunities promoted interactions between peers, lessons were often too highly guided and structured by the teacher, particularly in the primary and middle phase classes.
- Students made connections to real life and other curriculum areas at an elementary level when given the opportunities to do so. However, this was infrequent, although such connections were more evident in the middle and secondary phases.

- Students at all levels enjoyed their learning. They were beginning to develop research and investigative skills. Research activities, when conducted in lessons with appropriate opportunities and time allocations, promoted higher order skills. Information, communication and technology skills were seldom seen in the classroom situation.

## 2. How good is the students' personal and social development?

	KG	Primary	Middle	Secondary
<b>Personal responsibility</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Most students had positive, caring and strong relationships with their peers.</li> <li>Their attitudes and behaviour were good throughout the school, although behaviour in the boys' section was sometimes not as good as that in the girls' section.</li> <li>Staff and student relationships were caring and respectful. Students showed courtesy to their teachers and classmates, and responded well to the feedback they received. Students' self-discipline was excellent.</li> <li>The majority of students made healthy eating choices.</li> <li>Students' attendance was outstanding.</li> </ul>				



	KG	Primary	Middle	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Students demonstrated clear understanding of Islamic values such as tolerance and consideration to others.</li> <li>They were very proud of their own culture, and highly appreciative of Emirati culture and its features.</li> <li>They demonstrated excellent global awareness. For example, they shared their concerns about many current challenges such as the spread of the Ebola virus.</li> </ul>				

	KG	Primary	Middle	Secondary
<b>Community and environmental responsibility</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Students in all phases had a strong awareness of needs in their community. For example, they collected donations and provided special boxes for the workers in the labour camps at Eid.</li> <li>Students undertook roles in the school with pride and responsibility. The students with specific roles and responsibilities were confident that their voice was heard and acted upon by senior leaders.</li> <li>Environmental awareness was a very strong feature across all phases. Students in all phases were able to explain clearly the need to conserve environmental resources, and the need to recycle and limit the use of plastic disposable items.</li> <li>Assemblies raised awareness of the value of the natural world and the parts that students could play in protecting nature.</li> </ul>				





### 3. How good are teaching and assessment?

	KG	Primary	Middle	Secondary
<b>Teaching for effective learning</b>	Good	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> <li>Throughout the school, there were variations in teachers' subject knowledge. In addition, teachers did not always use correct pronunciation of the English language. Teachers new to the school had not all received high quality support, especially in effective teaching methods. The teaching of Arabic was generally stronger in the morning session than in the afternoon session.</li> <li>Lesson planning usually included learning objectives. However, objectives were sometimes too general or not clear. For example, in some English lessons there was little specific focus on what students of different abilities were to learn and which skills they needed to develop. As a result, learning was not enhanced.</li> <li>Teachers' questions were sometimes closed and sometimes did not require students to think deeply enough or to explain their thinking and ideas. In the best lessons, teachers enabled students to discuss and share their thinking in groups or pairs. Interactions between students in Islamic Education lessons were effective. In mathematics lessons interactions were generally better in the girls' section than the boys'.</li> <li>Arrangements to meet the needs of students of differing abilities were inconsistent across subjects and grades. Insufficient attention was given to the needs of gifted and talented students.</li> <li>There were too few opportunities for applying learning to the real world. The promotion of critical thinking varied through the school.</li> </ul>				

	KG	Primary	Middle	Secondary
<b>Assessment</b>	Good	Acceptable	Acceptable 	Acceptable 
<ul style="list-style-type: none"> <li>The schools' assessment practices were linked to its curriculum standards but there were inconsistencies and a lack of cohesion from Grade 1 onwards. The assessments to measure students' academic progress produced mainly valid and reliable information although the data was not used well enough to modify and adjust the curriculum and teaching.</li> <li>The school compared its students' performances against international benchmarks but the analysis of their strengths and weaknesses was not thorough. The school tracked individual students' progress and set targets for improvement well, but did not extend this to analysing students' progress by grade or phase.</li> <li>Teachers' use of assessment information in planning to meet the needs of different groups of students was significantly under-developed across most of the school. It was good in Kindergarten but a few teachers did not use the assessment information they had collected.</li> <li>Most teachers had a good knowledge of the strengths and weaknesses of students but did not use this well to provide enough challenge and support to individuals. The school promoted the involvement of students in their own assessment. However, this did not regularly take place and was sometimes too basic.</li> </ul>				


#### 4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle	Secondary
<b>Curriculum quality</b>	Good	Acceptable	Acceptable	Acceptable 
<ul style="list-style-type: none"> <li>The school offered a good combination of features from different curricula. However, insufficient time was allocated for Arabic as an additional language.</li> <li>The school's curriculum was reviewed every year. Gaps were identified and the content was modified. The content mapping in the form of mind maps for different subjects helped the school to establish links within each level.</li> <li>Progression and continuity of learning was not consistently planned across key subjects and phases. As a result there was uneven learning across phases. Transition arrangements between year groups within the school were not well developed.</li> <li>There was an increased emphasis on cross-curricular links when designing annual plans. However, these were not well developed in individual lessons.</li> <li>The enrichment opportunities were not integrated well into subjects and intended learning outcomes. They appeared as separate creative activities for the students.</li> </ul>				

	KG	Primary	Middle	Secondary
<b>Curriculum design to meet the individual needs of students</b>	Good 	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>The school had begun to make modifications to the curriculum to meet the different needs of students. Individual educational plans were prepared for a few students with special educational needs. Worksheets and question papers were not sufficiently differentiated. Work was either too easy or too hard for individual students.</li> <li>The curricular options were good from Kindergarten to Grade 10. However, there was too little choice for students at secondary level.</li> <li>The range of extra-curricular activities was limited.</li> </ul>				

## 5. How well does the school protect and support students?

	KG	Primary	Middle	Secondary
Health and safety	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>The school had a concise child protection policy about which most teachers were aware. The policy laid out clear procedures for reporting concerns. Lessons to raise students' awareness in dangers bullying and cyber bullying had taken place. School staff and outside speakers also raised parents' awareness of cyber bullying and ways they could support their children in being safe.</li> <li>Effective measures were in place to ensure the safety of the students. Students were supervised appropriately. Arrangements for school evacuation in the event of a fire were appropriate.</li> <li>Senior leaders ensured bus arrangements were satisfactory and worked well. School doctors and nurses presided over very good support, with healthy eating encouraged and promoted in the school.</li> <li>Resources to support an appropriate physical education programme were inadequate.</li> <li>The primary school library was too small for whole class use. There was an insufficient supply of reading materials for students at all levels in the school.</li> </ul>				

	KG	Primary	Middle	Secondary
Quality of support	Good 	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Communications between staff and students were respectful. Students were well behaved and confident in voicing their opinions.</li> <li>There were effective procedures to promote school attendance and punctuality.</li> <li>The school admitted students with special educational needs and was committed to including them fully into the life of the school. Professional development to keep staff updated on strategies for working with students with special education needs was limited.</li> <li>Targets in individual education plans were not always specific, attainable or time bound.</li> <li>Almost all students reported that they were happy in the school and felt secure. They commented on the willingness of staff to support them if they needed help. Career advice was provided by teachers and the counsellor.</li> </ul>				

## How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> <li>The school had appropriate systems to identify students with special educational needs. However, school leaders had not placed sufficient focus on developing the provision for students with special educational needs. As a result, the extent to which the school met their needs was variable.</li> <li>The quality of support and modification in the Kindergarten was a strength. However, across the school, targeted and personalised planning and limited. Differentiation was inconsistent in practice.</li> </ul>	

- Parents were satisfied with the schools' provision. They received information and guidance which promoted learning and progress for their children.
- Peer support for students with special educational needs was a strength; students took the lead in supporting each other in their work and in accessing the curriculum.

## 6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> <li>• Senior leaders, including the Principal, carried out their administrative duties competently but had been ineffective in ensuring that staff were clear about how to take the school forward and improve students' attainment and progress.</li> <li>• The roles of senior leaders were defined but they were not equitably allocated with the result that some had not been able to fulfil their responsibilities despite their best efforts.</li> <li>• The managers and staff collected data from a wide variety of sources but neither internal nor external data had been adequately analysed. This undermined the school's self-evaluation. Leaders had not been successful in using the data to plan clear meaningful targets for improvement.</li> <li>• The recommendations of the previous report had not wholly been addressed. As a result, the school had made little or no progress.</li> </ul>	

	Overall
Self-evaluation and improvement planning	Unsatisfactory
<ul style="list-style-type: none"> <li>• School leaders had over-estimated the quality of teaching and other aspects of the school. The benchmarks for outstanding, good, acceptable and unsatisfactory teaching were not consistently understood by leaders. As a result, their knowledge of the strengths and weaknesses of the school was not reliable.</li> <li>• Although some leaders had an awareness of the quality of teaching from lessons they had observed, there was no analysis of the quality of teaching across the school, by subject or by phase. Consequently, they were unable to use the information gained to plan appropriate staff development activities.</li> <li>• The majority of middle leaders had some involvement in the self-evaluation process and staff had access to the school improvement plan. However, the school improvement plan lacked clarity and also duplicated the priorities.</li> <li>• Too many action plans had no measureable outcomes and no means of assessing the impact of the actions on improving achievements of students. Plans were insufficiently targeted at groups needing improvement and none had an evaluation of its effectiveness.</li> </ul>	






	Overall
Parents and the community	Good
<ul style="list-style-type: none"> <li>Parents were pleased with the school and valued the regular and informative reports produced by the teachers about the strengths and needs of their children.</li> <li>The active Parent Council worked co-operatively with the leaders and governors and acted as an effective link with the wider parent body.</li> <li>A range of communication technologies had been used to engage parents. These allowed for the rapid transfer of information in the event of students being absent from school.</li> </ul>	

	Overall
Governance	Acceptable
<ul style="list-style-type: none"> <li>The Board of Governors had increased membership to provide a better mix of representatives. The governors met regularly over the course of the year.</li> <li>Governors were starting to ask for more relevant information. However, they still tended to concentrate too much on local management issues.</li> <li>The Board of Governors had not ensured that the senior management team had fully addressed the recommendations of the previous report.</li> </ul>	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> <li>The day to day running of the school was generally efficient.</li> <li>Teachers were academically well qualified but a significant minority did not have educational qualifications, particularly in Islamic Education and Arabic.</li> <li>Some classrooms and specialist rooms were too cramped for the numbers and sizes of the students.</li> <li>There was a shortage of resources in most subjects. The range of reading books available in the libraries had improved but were still insufficient to encourage students' enjoyment of reading. There were also insufficient resources to implement a comprehensive physical education programme.</li> </ul>	

## What are the views of the Principal, parents, teachers and students?

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

Responses to the surveys				
Responses received		Number		Percentage
 Parents*	This year	1253	27%	
	Last year	1533	30%	
 Teachers	242		69%	
 Students	461		88%	

- Only about a quarter of the parents responded to the survey. A majority of teachers and most students responded.
- Of those who responded to the surveys, responses indicated satisfaction with the quality of education in the school. The Principal and the teachers who responded were very positive about most aspects of the life and work of the school.
- Parents were positive in their views of attainment and progress in Islamic Education and Arabic. They indicated that their children enjoyed school. Almost all parents believed that homework helped their children to develop their knowledge.
- Parents and teachers strongly felt that children were safe in school and on buses. The majority of parents considered that the school dealt adequately with bullying.
- Parental responses concerning the provision for students with special educational needs were extremely positive.
- Parents strongly agreed that the school was led well, had effective communications and that parents’ opinions were listened to. Although students with specific responsibilities felt that their voices were heard, almost half of the students responding to the survey felt that they were not listened to.
- Students’ parents and teachers acknowledged the role of inspection in improving the school performance.
- Almost all teachers believed that students behaved well in school.

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

## 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

## How to contact us

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)