

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

دبي
Knowledge المعرفة

Inspection Report 2018-2019

Gulf Indian High School

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
CBSE



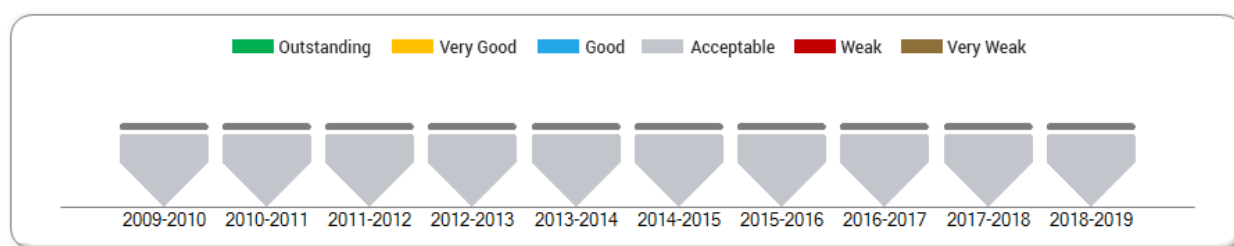
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School Information

General Information	Location	Al Garhoud
	Opening year of School	1979
	Website	www.gihdubai.com
	Telephone	00971-4-2824455
	Principal	Muhammad Ali Kottakkulam
	Principal - Date appointed	4/1/2016
	Language of Instruction	English
	Inspection Dates:	15 to 18 October 2018
Students	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	Kindergarten 1 to Grade 12
	Number of students on roll	2168
	Number of Emirati students	0
	Number of students of determination	135
	Largest nationality group of students	Indian
Teachers	Number of teachers	154
	Largest nationality group of teachers	Indian
	Number of teaching assistants	13
	Teacher-student ratio	1:17
	Number of guidance counsellors	3
	Teacher turnover	22%
Curriculum	Educational Permit/ License	Indian
	Main Curriculum	CBSE
	External Tests and Examinations	CBSE Grade 10 and 12
	Accreditation	N/A
	National Agenda Benchmark Tests	ASSET

School Journey for Gulf Indian High School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Students' outcomes are similar between morning and afternoon shifts. Kindergarten (KG) outcomes are good across all key subjects. Students in the primary and middle phases have good attainment in Islamic education and acceptable attainment in other key subjects. Outcomes in the secondary phase are good or very good in all subjects except in Arabic. Children's learning skills develop well in the child-centred approach of the KG. These are acceptable in the primary and middle phases and are very good in the more challenging environment of the secondary phase.
- Students are well-behaved, well-mannered and supportive of each other. They have positive and responsible attitudes but are not always given enough opportunities to exhibit self-reliance. This aspect is better in the secondary phase. Most students remain attentive even when teaching is less engaging. Students have an excellent understanding and appreciation of Islam and of their own cultures. Attendance and punctuality are outstanding.

Provision for learners

- Teaching remains good in the KG and the secondary phase and acceptable in the primary and middle phases. The KG follows the Early Years Foundation Stage (EYFS) curriculum, which provides a balanced and age-appropriate curriculum and approach to learning and teaching. Most teaching in the primary and middle phases covers the curriculum content but does not develop critical thinking or learning skills sufficiently. Secondary students are given more responsibility and challenge and, therefore, make better progress.
- The curriculum throughout the school has a clear rationale and suitable progression. In the KG, the EYFS curriculum provides good breadth of learning and an age-appropriate environment. In other phases, the Central Board of Secondary Education (CBSE) curriculum content is reviewed and extended to meet international standards. Secondary students have a suitable range of options, and all students have a choice of a third language. Cross-curricular links are developing throughout the school.
- There are well-established policies and procedures that ensure students are safe at all times. Policies are clear, and there are rigorous systems in place to ensure students' safe arrival and departure by bus or car. The school has extended the areas of shade in playgrounds since the last inspection, helping to make students' outdoor experiences more comfortable. The school has a wide range of initiatives to promote safe and healthy lifestyles.

Leadership and management

- School leaders set a purposeful tone, with a strong commitment to learning and students' civic values. School improvement planning is focused on developing and improving the quality of learning, which has been more successful in the KG and the secondary phase than in the primary and middle phases. Parents are well-informed about students' progress, and their input is valued by governors and school leaders. The school building and level of resources provide an acceptable learning environment.

What the School does Best:

- Achievement is good overall in the KG and in Islamic education. It is good in English, mathematics and science in the secondary phase.
- Students have very good personal and social development and a strong sense of civic responsibility.
- Students in the KG and in the secondary phase have good learning skills and benefit from effective teaching.

Key Recommendations:

- Ensure that governors and school leaders provide sufficient support and resources to enable all staff to develop the professional skills necessary to deliver consistently high-quality teaching and learning in order to raise attainment, especially in the primary and middle phases.
- Develop learning skills and teaching to ensure that achievement is consistently good or better across all phases by:
 - providing primary and middle phase students with more opportunities to take responsibility for their own learning
 - extending the use of learning technology in lessons to provide more opportunities for independent learning, critical thinking and problem-solving
 - ensuring that classroom discourse consistently develops students' own reasoning and critical thinking.
- Use assessment data consistently when planning the curriculum, units of work and lessons to target carefully the appropriate next steps in learning for different groups of students and individuals.

Overall School Performance

Acceptable

1. Students' Achievement

		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	Acceptable	Acceptable	Weak
	Progress	Not applicable	Acceptable ↑	Acceptable	Weak
 English	Attainment	Good	Acceptable	Acceptable	Very good
	Progress	Good	Good ↑	Good	Very good
 Mathematics	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Good	Good	Very good
 Science	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable ↓	Good
		KG	Primary	Middle	Secondary
Learning skills		Good	Acceptable	Acceptable	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



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

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

Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the academic year 2018-2019.

School's Progression in International Assessments

is approaching expectations

- The progression of international assessment data is a mixed picture. While TIMSS reported significant improvement in both mathematics and science, consecutive PISA administrations did not achieve performance targets. Likewise, successive administrations of the NAP benchmark assessment, ASSET, show that mathematics results remain weak, English results remain acceptable and science results have declined to weak. There is very little gap evident between measured potential (CAT4) and achievement on NAP assessments.

Impact of Leadership

is approaching expectations

- Senior leaders have a clear understanding of all the assessment components necessary to judge the performance of the school. Some of the modifications to teaching and curriculum have been successful as demonstrated on successive TIMSS administrations. PISA and ASSET scores have not shown similar improvements. All data has been moderated in view of student potential as demonstrated by CAT4. Very small gaps have been identified between predicted performance and actual outcomes. Leaders have provided teachers with targeted professional development focused upon planning for lessons that require the application of critical thinking. Lesson plans do not indicate that this has been effective.

Impact of Learning

is below expectations

- The culture of the school does not sufficiently enable students to apply their understanding to new situations and to use critical thinking to distinguish factual relevance, identify relationships, apply research and synthesize informed outcomes. Teachers make little progress in teaching students how to think critically. Time resources, as well as instructional resources, are hampering the development of 21st Century skills.

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

For Development:

- Provide professional development to teachers to assist them in planning lessons that promote inquiry and tasks that require students to think critically.
- Closely monitor teaching, curriculum modifications and the use of assessment data to ensure that teaching strategies support critical thinking and develop learning skills, and that curriculum modifications are routinely applied and deliver a positive impact on students' learning outcomes.
- Improve access to resources to allow greater exposure in all grades to print sources and to laboratory experiences.

Reading Across the Curriculum

- Students' achievement in reading is gradually improving. Senior students make more rapid progress than students in the lower grades, but the school does not measure reading levels internally.
- Most students enjoy reading and confidently decode texts. They actively use comprehension strategies to improve access to what they read.
- The librarian liaises with teachers of English to promote reading through the online library, although initiatives to address cross-curricular reading with other subject teachers are limited.
- Leaders have begun to realise the importance of reading across the curriculum and have added some electronic resources. Collaboration on reading across subjects is at an early stage in the school.

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

For Development:

- Develop existing cross-curricular reading initiatives to include all subject teachers and strengthen their understanding of students' reading skills through more rigorous measurement of reading levels.

UAE Social Studies

- The school has made sufficient adaptations and provided appropriate resources to meet students' different needs, especially in the middle and secondary phases.
- Older students think critically and work well collaboratively to give presentations on their research projects. Primary students prefer to rely on the teacher rather than to think for themselves. Relatively few students use learning technologies to follow their own interests and conduct research.
- Most students show appropriate knowledge, understanding and skills in lessons and in their recent work.
- Most students make acceptable progress as they move through the school. Progress is more rapid in the middle and secondary phases.

The school's implementation of the UAE social studies programme is approaching expectations.

Innovation

- KG children have some imaginative play opportunities in free-flow time. Secondary students regularly apply their creativity and imagination, but those in the primary and middle phases are predominantly recipients of information transmission.
- Although students have limited time for extra-curricular activities, they use this time effectively to support the school and their community. For example, they present a 'radio' show over the public address system and participate in social projects and competitions.
- Most lessons, especially in the primary and middle phases, are formulaic. They follow a well-established pattern of teacher talk followed by a restricted range of student activities.
- Restrictions to the school day reduce opportunities to broaden the curriculum. The few imaginative adaptations to the curriculum are generally limited to the KG and the secondary phase, although subjects such as social studies have added some creative enhancements to programmes in the other phases.
- Senior leadership does not sufficiently foster a culture of innovation or risk-taking, but they have demonstrated openness to considering new ideas for the future. A few middle leaders are keen to introduce innovations, but these do not always find their way into implementation.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Most students demonstrate secure understanding of Islamic concepts and can build on their prior knowledge confidently. They connect learning to their own lives, such as fasting during Ramadan. In the middle and secondary phases, students demonstrate the ability to analyse, infer and apply knowledge.
- Primary students are able to identify the importance of ablution before worship and demonstrate the correct steps of Wudu. Those in the middle and secondary phases can explain ideas conveyed in the verses and contexts of revelation and linked to scientific miracles.
- Improvements in promoting critical thinking skills in lessons contribute to the improvement in students' ability to analyse their points of view in the light of Islamic rules and beliefs, such as when examining the use of social media within the Islamic context.

For Development:

- Develop students' ability, particularly of boys, to support their own views with verses from the Holy Qur'an and noble Hadeeth.
- Develop the recitation skills, especially of girls, across the phases.

Arabic as an Additional Language

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

- Most students in the primary and middle phases demonstrate good listening skills, improved reading comprehension skills of familiar topics but less strong speaking and independent creative writing skills. Secondary students show better listening skills but less developed speaking, reading and writing skills.
- Most students in the primary and middle phases answer direct questions and provide personal information. In secondary classes, the minority can speak with confidence and actively participate in informal discussions. The independent and creative writing skills across the phases lack richness and precision in terms of vocabulary and structure.
- The use of a good variety of teaching strategies in the upper primary classes, such as active learning and role plays, is contributing to improvement in students' speaking skills. These strategies are yet to be embedded in the middle and secondary phases.

For Development:

- Improve students' speaking, reading and writing skills by developing teaching strategies that meet individual needs and by raising teachers' expectations of students.

English

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

- Progress in English is particularly strong for senior students who exceed curriculum expectations in CBSE examinations. The same high standards are not always evident in the other phases, but primary students are making better progress in the quality of their reading and writing.
- Most students display knowledge, understanding and skills in line with curriculum standards. Reading and listening comprehension skills are well-developed. Most students read aloud and speak with confidence. However, few students are able to write at length in continuous prose.
- An emphasis on learning skills in the secondary phase has developed senior students' abilities to read critically and to express themselves clearly. Adding an electronic library to the limited physical library has supported an improvement in reading.

For Development:

- Ensure that all students engage in extended writing tasks at appropriate levels, which are carefully matched to their specific abilities.
- Provide greater opportunities for students in primary and middle phases to articulate their own reasoning across all subjects.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Good	Acceptable	Acceptable	Good
Progress	Good	Good	Good	Very good

- Students' achievement is higher in the KG and the secondary phase. By the end of KG, the majority of children reach higher than expected levels in numeracy. In the primary and middle phases, an over-reliance on teacher direction limits students' mathematical thinking. This results in only acceptable levels of performance.
- Students are developing their mental mathematical skills and number sense in primary and make strong progress in calculations and recalling of facts. Problem-solving, critical thinking and application of skills to unfamiliar contexts are under-developed in the primary and middle phases.
- EYFS numeracy is successfully implemented in the KG. Initiatives to develop more student-centred approaches and critical thinking have had little effect in the primary and middle phases but are beginning to play a positive role in secondary lessons.

For Development:

- Systematically develop students' problem-solving, critical thinking, investigative and reasoning skills using accurate mathematical language, particularly in the primary and middle phases.
- Improve students' mental mathematical skills and number sense in primary. Pace students' learning to develop a strong conceptual understanding before moving on to the next step in their learning.
- Improve students' application of skills in unfamiliar contexts with consistently high levels of challenge in the primary and middle phases.

Science

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

- Students in the KG and the secondary phase demonstrate higher levels of achievement than those in the primary and middle phases. Innovative lesson planning and unique methods of assessment have resulted in more effective teaching and improved student outcomes.
- Students have the expected level of scientific knowledge and concepts. Their skills in conducting observations, forming hypotheses and testing scientific concepts are limited in all phases.
- Students' outcomes have improved in the KG and the secondary phase due to the use of assessment data. Secondary teachers, in particular, investigate the strengths and weaknesses of individual students to adjust their teaching strategies and the curriculum.

For Development:

- Extend the use of data to identify the strengths and weaknesses of all groups of students in the primary and middle phases. Ensure that curriculum modification and lesson planning are focused on identified needs.
- Allow students a greater opportunity to observe, investigate, hypothesise and apply scientific concepts regularly.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable	Acceptable	Good

- The development of learning skills is particularly strong in the KG and in the secondary phase. In those phases, students are more deeply engaged and take responsibility for their own learning because better opportunities are provided than in the other phases.
- Students' collaboration remains a strength across the school. The quality of communicating learning varies in the different subjects. Critical thinking and problem-solving skills are better developed in the secondary phase. Elsewhere, students generally make few connections between areas of learning and to the world, except in some KG activities and English and social studies lessons.
- The introduction of a 'bring your own device' (BYOD) policy from Grade 3 to Grade 8 has increased research possibilities at home. The devices are rarely used in classrooms, which has led to little improvement in students' enquiry skills. However, the policy has increased the ranges of text available, which is developing students' reading skills in the subjects in which these devices are used.

For Development:

- Ensure that students are given consistent opportunities to take responsibility for their own learning.
- Systematically develop students' critical thinking, problem-solving and innovation skills, learning from the best practices within the school. Enable students across the school to use learning technology more in lessons to support their research and enquiry skills.
- Ensure that meaningful cross-curricular connections and links to real life applications are well embedded across all subjects in the school.

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

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

- Students' personal development remains very good across the school. Students have positive and responsible attitudes but are not always given enough opportunities to exhibit self-reliance. This aspect is better in the secondary phase. Most students remain attentive even when teaching is less effective.
- Students are mostly well-behaved, well-mannered and responsive to others. An exception is some rare misbehaviour from a few boys in the primary phase when teaching is not engaging. Relationships are respectful and supportive, and students help and show concern for others.
- The school has continued to reinforce students' personal and social development by giving them responsibilities around the school, such as leading assemblies and performing over the public address system at break time, and in the community.

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

- Students have clear appreciation of the Islamic values of generosity, kindness and tolerance. They understand that the UAE and Dubai demonstrate these values through the welcoming of people from different backgrounds and nationalities. Senior students are involved in the preparation of a magazine, entitled 'Islamiyat Innovative Magazine-The Right Way of Life'.
- Students fully respect and appreciate the heritage and culture that influence contemporary life in the UAE. They say that the Emirati people are "warm hearted". Students in the middle and secondary phases initiate and engage in a range of national and cultural activities during the UAE Week celebrations and other events such as Eid.
- Students are strongly proud of their own culture and heritage. They actively take part in celebrating various world cultures through the cultural diversity day. Senior students have friends from around the world and enjoy being in the Global Village. Students in the lower phases have less knowledge of other cultures.

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

- Students understand their roles within the school community and support their peers who are students of determination. They volunteer, initiate and lead activities, particularly in the secondary phase. Senior students regularly take part in local and national competitions.
- Students show a positive work ethic and sometimes take the initiative to develop their own ideas during class activities. They enjoy developing their own projects, such as advertising their products during the 'entrepreneurial week'. Those in the primary and middle phases have fewer entrepreneurial opportunities.
- Students care for their school and are aware of the impact of climate change. In the secondary phase, they think critically about the environmental challenges facing the UAE in the future. The environmental ambassadors in the middle and secondary phases support the drive for sustainability.

For Development:

- Accelerate the development of entrepreneurial and innovation skills across the school.

3. Teaching and assessment

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

- Teaching is strongest in the KG and the secondary phase, where teachers challenge students with an age-appropriate range of strategies. KG teachers focus on active learning with clear lesson structures that extend children's thinking. Secondary teachers use a broad range of approaches to extend their students' thinking.
- Teachers' lesson planning is not consistently linked to the use of assessment data or an awareness of the 'next steps' in learning for each student and group of students. Teachers' expectations are insufficiently high to challenge more able students, and lower ability students regularly fail to complete the work assigned to them.
- Professional development and mentoring have extended the range of strategies used, particularly in the secondary phase, leading to improved learning skills and critical thinking. The majority of teachers in the primary and middle phases continue to use approaches that are not always effective.

	KG	Primary	Middle	Secondary
Assessment	Good	Acceptable	Acceptable	Good

- Assessment practices are better developed in the KG and the secondary phase. In these phases, assessment data is rigorously examined and is well-aligned with the school's curriculum. Internal assessment is being revised to align more closely with external international benchmark assessment tools.
- Analysis of data by school leaders is thorough and carefully examines assessment progression. Teachers' use of this data to adjust teaching strategies and modify the curriculum is appropriate, but it is not consistently embedded into the planning.
- In the KG and the secondary phase, the rigorous analysis of internal and external data is beginning to become effective in improving academic outcomes.

For Development:

- Use assessment in lessons, internal assessments, CAT4 and other benchmark data to identify the specific next steps in learning for all students and groups of students.
- Use an enhanced awareness of students' potential and stage of learning to plan and deliver lessons that are carefully targeted to support, challenge and extend all students, and so increase attainment.

4. Curriculum

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

- The curriculum throughout the school has a clear rationale and suitable progression. In the KG, this is provided by the EYFS curriculum. In other phases, CBSE content is supplemented to meet international expectations. It is enhanced particularly successfully in the secondary phase.
- The curriculum has a suitable breadth, notably catering for a range of languages in addition to English and Arabic. However, arts subjects are generally limited to a weekly 'zero period' and involvement in competitions and special events. Secondary students have a suitable range of options.
- A periodic review has added content that is necessary to align the curriculum with international benchmarks. Although the curriculum emphasises content rather than thinking skills, international benchmark question formats are included, and cross-curricular links are developing throughout the school.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- The curriculum is appropriately modified to provide meaningful learning experiences in the school. In the KG, the adaptations are good and expand children's learning experiences to support their developing knowledge.
- Opportunities are missed to broaden students' learning experiences in many lessons, especially in the primary and middle phases. Opportunities for creative thinking, investigation and creativity are developing slowly, notably in the school-based projects and in the science and mathematics clubs.
- The school promotes a clear understanding of different cultures, including that of the UAE, through a range of school events such as Cultural Diversity Day. Students are also supportive of charities and local initiatives such as visiting the elderly.
- Children do not learn Arabic in the KG.

For Development:

- Focus sharply on reviewing and developing the curriculum so that it addresses the needs of all students, provides them with further opportunities to extend and improve their innovative learning skills and enables them to be creative in the arts.

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

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

- Students, parents and staff are all aware of the school's procedures to ensure students' safety in school. Policies are clear, and there are rigorous systems in place to ensure students' safe arrival and departure by bus or car.
- The school's wide range of initiatives to promote safe and healthy lifestyles permeate all aspects of school life. The canteen provides a variety of healthy options for students.
- The school has extended the areas of shade in playgrounds since the last inspection, helping to make students' outdoor experiences more comfortable. Ramps have been installed to ease the movement of students with a mobility difficulty.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- The school is an orderly and happy community. Students behave sensibly and kindly towards each other. Older students have responsible roles in helping to manage students' movement around the school at busy times and departure on the buses. The identification of students of determination is more accurate as they move up through the school.
- The school is particularly successful in promoting positive attitudes to learning, inclusion and social responsibility. Despite recent training initiatives, there is an inconsistent approach by teachers to modifying lessons to ensure sufficient support for students of determination and to challenging those with gifts and talents.
- Needs are assessed with increasing accuracy by specialist staff, but accurate identification of needs by teachers is variable. Support for students of determination is increasingly well-organised and closely monitored by specialist staff.

For Development:

- Improve the rigour of monitoring of lessons to ensure that all students' needs are kept in close focus to promote the progress of all groups.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Inclusion is led and managed by a team of committed staff. Investment in staff training is new and is not yet having a full impact on improving classroom support and students' progress.
- Students' learning needs and the skills of students with gifts and talents are recognised with increasing accuracy, often following a three-tier review process, enabling secure systems of support and challenge to be established for them.
- Parents value the support and care given to their children and the individual guidance they receive from specialist staff. Regular reports of their child's progress are reassuring. Few opportunities exist for workshops and training for parents.
- The quality of support in lessons from class teachers has been a focus for the school. The modification of the curriculum to meet the needs of students is showing some signs of improvement but remains inconsistent, especially in the primary phase.
- The progress made by students of determination is acceptable overall but is inconsistent. It is better where the curriculum is appropriately modified and the level of support provided is carefully planned and delivered in class.

For Development:

- Monitor closely all aspects of classroom support for students of determination to ensure that the curriculum is effectively monitored to better meet their needs and to promote better progress.
- Develop more regular opportunities to enhance teachers' skills in identifying and meeting students' learning needs in class.

6. Leadership and management

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

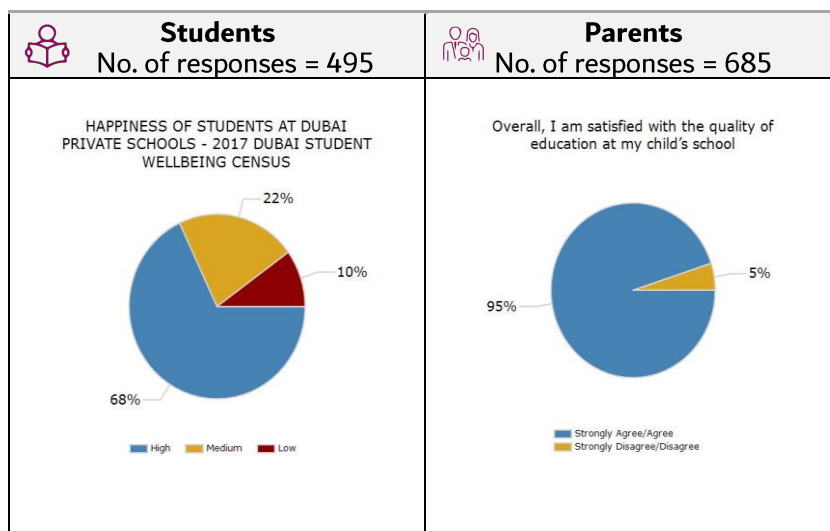
- Senior leaders are committed to providing high quality education, promoting positive social values and developing inclusion. There are positive relationships throughout the school. Leaders at different levels are now developing a better understanding of current best practices in education. The most expertise in fostering learning is in the KG and at the secondary level, where leaders are successfully implementing best practices. This is less evident in the primary and middle phases, where support is having only a minor impact on raising the quality of learning.
- Senior leaders have received external support in self-evaluation and developing an improvement plan. This has created a suitable structure for school improvement. Self-evaluation ratings are consistently too high, reflecting aspirations rather than an accurate understanding of the work of the school. There is a regular cycle of teacher observation by heads of department and senior leaders, leading to clear oral and written feedback that supports teachers' development.
- Parents support their children well by encouraging them to work hard at school. They receive regular progress reports, which give a clear account of their children's attainment in internal and external assessment. Parents now need to be given information about their child's next steps in learning. The school benefits from strong links with local community organisations.
- The governing board has broad representation and regularly canvases the views of parents and student leaders. Governors have a sound knowledge of the school, its strengths and its areas for improvement. They provide strategic guidance and hold leadership accountable for performance. However, governors need to monitor more effectively the impact of developments on students' learning. They have facilitated a limited extension of learning technology resources. This is now enabling some students to use their devices, enhancing teacher training and beginning to provide students with a broader learning experience.
- The school's day-to-day running is effective and well-organised. There is an adequate system of staff training. Resources and the size of classrooms provide limited opportunities for developing a flexible learning environment. Whilst access to technology in classrooms has improved, it is still limited and so reduces students' ability to reach their full potential.

For Development:

- Ensure that self-evaluation judgements accurately reflect the work of the school.
- Monitor the impact of curriculum modification and professional development of teachers to ensure that teaching consistently addresses the needs of all students and fosters a broad range of learning skills, particularly in the primary and middle phases.
- Extend learning technology resources so that students can use their devices in a broader range of classroom situations to enhance their opportunities for research, critical thinking and application of learning to real life situations.

The Views of Parents and Senior Students

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



 Students	A large majority of students say they are happy at school and most value the friendship of their peers. Most students feel optimistic about their education and future. The majority of students express a general satisfaction about their lives, feel a strong sense of belonging and value their connection with adults at school. Only a minority of students worry about school or are sad.
 Parents	Parents are very satisfied with the quality of the education provided and the skills their children develop. They are pleased that the school listens to their views and acts on them. They appreciate the fact that their children help and respect each other at school and that most are happy and positive about their future. Parents also believe that their children find it easy to confide their concerns to their teachers.

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