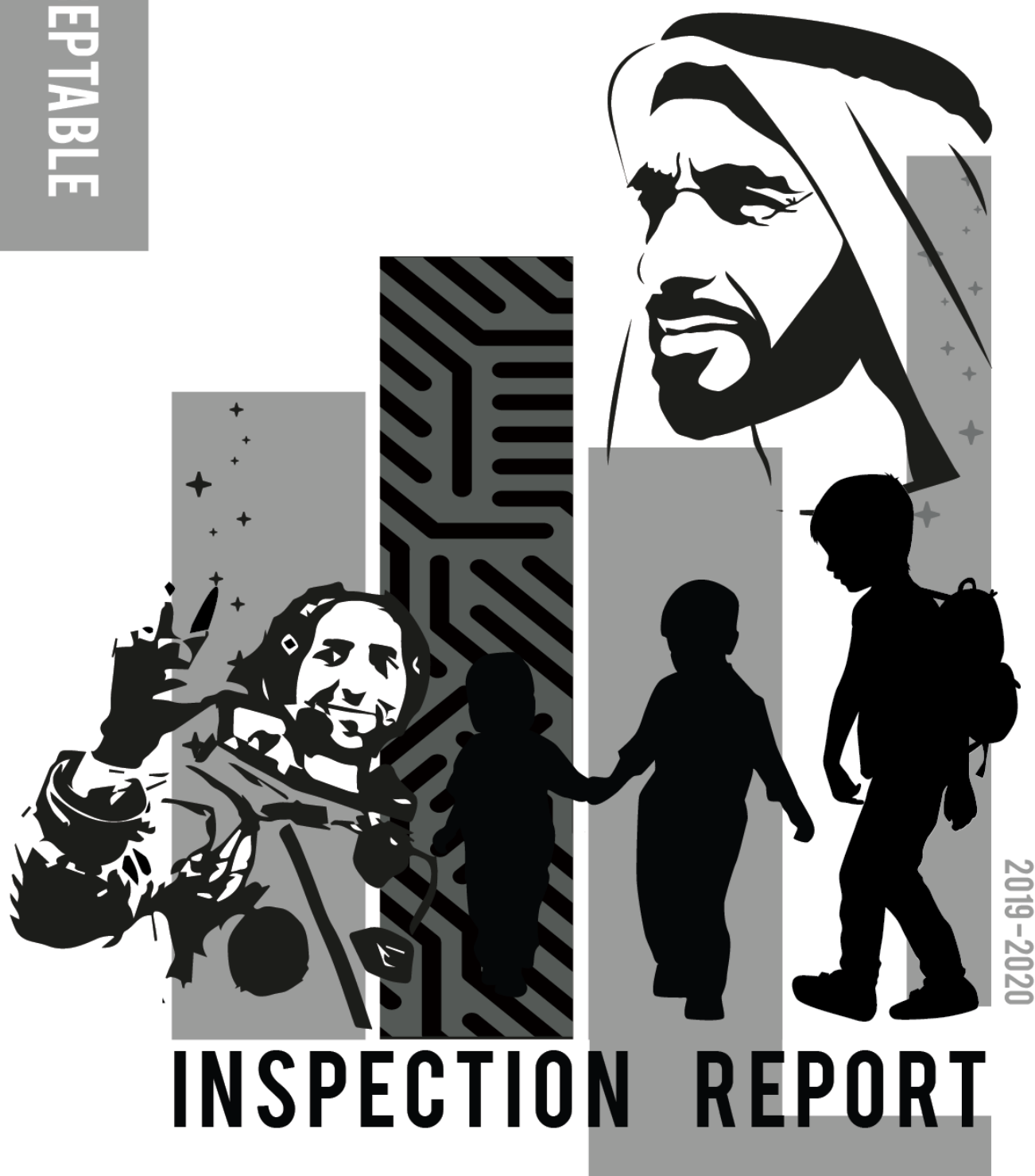


ACCEPTABLE



2019-2020

CBSE CURRICULUM

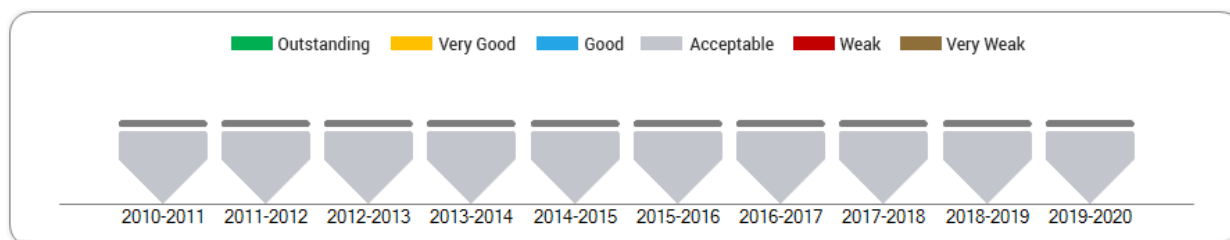
Contents

Contents.....	2
School Information.....	3
Summary of Inspection Findings 2019-2020	4
Overall School Performance	6
National Priorities.....	8
National Agenda Parameter	8
Moral Education	9
Reading across the curriculum.....	9
Innovation.....	10
The Views of Parents and Senior Students.....	21

School Information

General Information	 Location	Al Garhoud
	 Opening year of School	1979
	 Website	www.gihsdubai.com
	 Telephone	042824455
	 Principal	Muhammad Ali Kottakkulam
	 Principal - Date appointed	4/1/2016
	 Language of Instruction	English
	 Inspection Dates	07 to 10 October 2019
Students	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	2092
	 Number of Emirati students	0
	 Number of students of determination	97
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	142
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	9
	 Teacher-student ratio	1:17
	 Number of guidance counsellors	3
	 Teacher turnover	18%
Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	Central Board of Secondary Education (CBSE)
	 External Tests and Examinations	CBSE
	 Accreditation	None
	 National Agenda Benchmark Tests	ASSET

School Journey for GULF INDIAN HIGH SCHOOL



Summary of Inspection Findings 2019-2020

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

Student outcomes

- Attainment is good in the Kindergarten (KG). In the primary and middle phases, students make good progress in Islamic education, English, mathematics and science. Attainment in Arabic as an additional language is generally acceptable, but it is weak in the secondary phase. In other subjects, attainment is stronger in the secondary phase, where it is good in Islamic education and science and very good in English and mathematics. Learning skills are developing well, particularly in the middle and secondary phases.
- Students have positive attitudes to their work. They are willing participants and take some ownership of the learning activities in the middle and secondary phases. Students demonstrate strong awareness and appreciation of Islamic values and understand their relevance to modern society in the UAE. They are very happy with the school and contribute effectively to its activities and projects.

Provision for learners

- There are strong lessons in KG, where teachers plan for active and child-led sessions and in the middle and high phases, where teaching encourages students to think for themselves. However, across the school, too many lessons emphasise the acquisition of information rather than the development of thinking skills. Teachers provide activities for the different ability levels, but they do not always focus appropriately on students' different learning needs.
- The curriculum is sufficiently broad and balanced. Since the last inspection, additional cross-curricular links have been planned and implemented to help students understand connections between subjects. The school has reviewed the curriculum systematically, in the light of benchmark testing, and has identified and addressed gaps, leading to a more effective curriculum.
- The school provides a safe and caring environment. All health and safety procedures are followed rigorously. Medical personnel provide high quality care, and all staff promote safe and healthy living. The premises are well maintained. The school encourages high attendance. There are procedures for the identification of students' individual needs, but they do not always lead to accurate classification.

Leadership and management

- Leaders are committed to the UAE national priorities and have established a positive climate, embracing well-being and encouraging students and teachers to do their best. Roles and responsibilities are clear. The school's self-evaluation is mainly accurate. A systematic approach to the monitoring of teaching involves senior and middle leaders. Parents appreciate the detailed feedback provided by the school. Although governors have invested in resources, they have yet to address the need for reading materials for younger students.

The best features of the school:

- Students' very positive attitudes to learning and their social responsibility
- Students' understanding and appreciation of Islamic values and Emirati culture
- Students' performance in relation to their potential on the National Agenda Parameter (NAP) tests
- The schools' provision of high-quality care for all its students.

Key recommendations:

- Improve the consistency of teaching, so that:
 - most teaching is at least good throughout the school
 - students have more opportunities to initiate learning
 - self-assessment is used more effectively in lessons to enable students to monitor their own progress and to take responsibility for their own learning.
- Use summative and on-going assessments more skilfully in lessons to focus learning strategies on the specific needs of different students and groups of students.
- Ensure that the needs of students of determination are accurately identified and met.
- Increase the resources and opportunities for students to develop their literacy skills across the curriculum.

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	Good ↑	Very good
	Progress	Good	Good	Good	Very good
 Mathematics	Attainment	Good	Acceptable	Acceptable	Very good ↑
	Progress	Good	Good	Good	Very good
 Science	Attainment	Good	Good ↑	Acceptable	Good
	Progress	Good	Good ↑	Acceptable	Good
 UAE Social Studies	Attainment	Good			
Learning skills		Good	Acceptable	Good ↑	Very 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	Very good ↑	Outstanding

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Acceptable	Acceptable	Good
Assessment	Good	Good ↑	Good ↑	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	Good ↑
School self-evaluation and improvement planning	Good ↑
Parents and the community	Very good ↑
Governance	Good ↑
Management, staffing, facilities and resources	Acceptable

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

National Priorities

National Agenda Parameter



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

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

The school meets the registration requirements for the NAP for the academic year 2019-2020.

School's progression in international assessments

is above expectations.

- Although the school missed its PISA targets in 2015, it performed well in TIMSS. This year it has significantly improved its performance on ASSET tests. In all primary grades, performance in English, mathematics and science has risen to outstanding. In the middle phase, performance in English and science is very good and in mathematics outstanding. Grade 9 performance has improved to very good in mathematics but has remained weak in English and science. Students' performance in relation to their potential is outstanding across all phases. PBTS performance in Grade 11 in mathematics, science and reading is at intermediate level but is above the Dubai average.

Impact of leadership

meets expectations.

- Leaders strongly support the National Agenda goals. The school's action plan effectively and successfully prioritises improvements in performance, with reference to the annual National Agenda Parameter tests. Curriculum modifications emphasise the development of skills rather than knowledge. Benchmark data are used well to align curriculum standards with international expectations, but teachers lack consistency in using those data for effective lesson planning.

Impact on learning

meets expectations.

- Teachers routinely use questions which require students to think critically. They do not have a sufficiently systematic approach to teaching the skills of critical thinking and problem-solving. Students are rarely asked how they could improve their work. They regularly use electronic devices in lessons but are given insufficient opportunities for extended independent learning.

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

For development:

- Plan to develop all the skills required for success against National Agenda targets.
- Systematically promote students' use of critical thinking and problem-solving skills and increase the level of challenge in lessons.

Moral education

- The school is implementing a coherent moral education programme in all grades. Thoughtful curriculum planning ensures progression in the development of skills and understanding of concepts within and between phases.
- Teachers facilitate purposeful discussions on topics such as forgiveness and cultural identity. They provide stimulating tasks that engage students' interest and develop their learning skills.
- The school has assessment procedures to evaluate more accurately the impact of moral education on how students feel, think and act. These include self-assessment and parents' input.

The school's implementation of moral education meets expectations.

For development:

- Use assessment information to ensure that tasks are suitably challenging for all groups.
- Develop questioning that encourages students to think deeply and provide reasoned responses.

Reading across the curriculum

- The school has recently implemented initiatives that are beginning to improve students' motivation and their reading skills, including an online reading programme and more rigorous assessment procedures.
- Students are developing a sound knowledge of phonics in KG. Fluency and comprehension skills are improving. However, progress in developing reading skills in the lower primary classes is still too slow.
- Library provision and classroom reading resources are very limited. Students do not have consistent access to a wide range of reading materials appropriate to their age.
- The implementation of the school's policy for reading across the curriculum is developing. There is insufficient impact on improving the motivation and skills of those students whose reading is below the appropriate grade level.

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

For development:

- Provide training for teachers to enable them to use assessment information and to provide targeted intervention for students whose reading is below the appropriate grade level.
- Give students in KG and lower primary classes access to a wide range of appropriate reading materials to enable them to develop reading skills and reading fluency more rapidly.

Innovation

- Innovation is at an early stage of development. Students are starting to show critical thinking and problem-solving skills which are supporting their learning and self-confidence.
- The acquisition of innovation skills is targeted through a number of timetabled activities and projects. The school provides full days which are devoted to fostering innovation, creativity and entrepreneurship.
- Critical thinking and problem-solving opportunities are more evident in Secondary than in the primary and middle phases. Teachers of English and mathematics modify their teaching to promote active and independent learning.
- Opportunities to promote innovation and entrepreneurship appear in curriculum plans but are not fully embedded in all subjects.
- Leaders have introduced several improvements, including the extension of the use of IT and the provision of opportunities to develop innovation skills through events and competitions.

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

For development:

- Embed innovation in all curriculum planning and all subject areas.
- Provide students with opportunities to use and apply advanced learning technologies in creative ways.

Main Inspection Report

1. Students' achievement

Islamic education

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

- The majority of students demonstrate knowledge and understanding that are above the Ministry of Education (MoE) curriculum standards in lessons and in recent work. However, the internal assessment data indicate higher attainment. Students in the higher phases generally achieve better than those in the lower phases, particularly in the girls' section.
- Students demonstrate better understanding of Islamic values and principles of worship than that of Islamic law. Their understanding of the Holy Qur'an and Hadeeth is secure. They refer to them for evidence of values or rulings. References to Seerah are few.
- Students' Qur'anic recitation skills have improved this year. They understand Tajweed rules and apply many of them in their recitation. However, more practice is still needed.

For development:

- Ensure that the Holy Qur'an, Hadeeth and Seerah are closely linked to all areas of learning.
- Provide additional opportunities for students to practice recitation of the Holy Qur'an.

Arabic as an Additional Language

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

- Less than three quarters of students attain the expected levels of MoE curriculum standards. Work samples show better attainment and progress than those evident in lessons. Girls' attain better than boys. Achievement is stronger in the primary and middle phases than in the secondary phase, although internal assessment results in this phase are very high.
- Students' listening skills are a particular strength. They can read and understand short texts about topics such as food, sport, family and daily routines. Their speaking is weaker and mostly limited to single words and short sentences. Their free writing skills are underdeveloped.
- The school has improved students' reading skills by providing more opportunities for them to read and apply language in real-life situations. However, most of the tasks are controlled and limited to short responses or multiple-choice answers.

For development:

- Improve students' writing and speaking skills by providing more opportunities for them to practise language more freely and at length.

English

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

- Students continue to make at least good progress, increasing to very good in the secondary phase. External assessment results have improved over the last three years and are outstanding in the secondary phase.
- Students in the primary phase develop confidence in speaking skills and are able to present their ideas with clarity. Almost all students remain fully focused and engaged in lessons. They listen intently to the contribution of other students and respond promptly to teachers' questions.
- The quality of students' writing has improved over the last year as they have produced more creative, extended pieces. Most students can read fluently and have started to develop strategies to analyse and predict texts. However, readers in the lower grades do not receive adequate support to enable them to improve their reading skills more rapidly.

For development:

- Provide strategies for students whose reading is below grade expectations to enable them to make more rapid progress in reading.
- Develop students' self-evaluation skills to enable them to reflect on feedback from their teachers and to use it to set their own learning targets.

Mathematics

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

- In KG, the majority of children attain levels that are above the expected standards and make good progress. Students in the primary phase develop a suitable range of core skills. In the middle phase, only a minority achieve beyond expectations. Almost all senior students perform well in class and in external assessments.
- Students in the primary phase have secure mental mathematical skills that improve as they move through the school. Students gain considerable competency in handling numerical information and in carrying out calculations. Their ability to apply number operations to practical problem-solving is less developed.
- Students in the secondary phase show improvement in their problem-solving skills. They are now more able to challenge and question each other. However, this aspect of students' work has not improved sufficiently in the rest of the school.

For development:

- Increase the opportunities for problem-solving, collaboration, independent learning and critical thinking skills to enable students to better justify and explain their understanding, especially in the primary and middle phases.
- Ensure that work is consistently matched to the identified learning needs of all students.

Science

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

- A majority of children in KG perform above expectations. Most students in the primary phase, and a large majority in the middle phase, achieve above expectations in internal assessments and in external benchmark tests. In the secondary phase, a large majority of students exceed expected standards in grades where they take CBSE exams, but only a majority reach the expected standards in the other grades.
- Senior students follow instructions competently and use laboratory equipment safely. Children in KG observe and make predictions well. These skills develop well in the succeeding phases. By the end of middle school, only a minority of students show the full range of investigative skills specified in the CBSE curriculum.
- The school's focus on ASSET style questions, particularly in the primary and middle phases, has led to a significant improvement in students' understanding of scientific concepts and in their ability to apply them to real-life scenarios.

For development:

- Ensure that levels of attainment are consistent across all secondary grades.
- Teach students in the primary and middle phases how to investigate, test hypotheses, present and analyse results, draw conclusions and suggest ways to improve the validity of their tests.

UAE social studies

	All phases
Attainment	Good

- Students' attainment is stronger in the middle and secondary phases, where they show a greater depth of understanding. Attainment has increased steadily over the past three years, so that most students are now achieving above grade level expectations in internal exams.
- Students in all phases have a strong factual knowledge of UAE social studies. Students in the middle and secondary phases can think critically about their work and can compare and contrast the UAE with other countries. Primary students focus mainly on factual work.
- The new leadership of the programme has prioritised the development of student-centred learning, which has had a greater impact on the middle and secondary phases than on the primary phase.

For development:

- Provide students in the primary phase with more opportunities to develop critical thinking by evaluating their work.

Learning skills

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable	Good ↑	Very good ↑

- Children in KG are developing good learning skills through practical sessions and play, although their choices are limited by physical and resource restrictions. Opportunities to develop learning skills vary in the other phases, with the strongest provision occurring in the secondary phase.
- Students collaborate well. In the best lessons, they present their learning to the whole class articulately, showing understanding of complex ideas and subject content. Their skills of innovation and critical thinking are developing.
- Professional development for teachers is leading to improvements in students' critical thinking skills in the secondary phase, and in English and mathematics. Improved access to technology is encouraging students to bring their own electronic devices to school to support their learning. As a result, students' research skills are improving.

For development:

- Improve students' critical thinking, problem-solving and independent learning skills to reflect the best practice in the school.
- Increase opportunities for students to use technology to enhance their learning.

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

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

- Across the school, students display a strong work ethic and have positive attitudes to their work. When given the opportunity, senior students respond enthusiastically to feedback from teachers on how to improve their work.
- Most students play a key role in contributing to a safe and welcoming learning environment. They appreciate the responsibility they have to support their fellow students and their teachers. The successful 'Be a buddy, not a bully' campaign gives an approachable point of contact for any student with concerns.
- Attendance from the beginning of the academic year is outstanding, and punctuality is very good. Students move around the school in a sensible, orderly way and arrive promptly to lessons.

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

- Students across the school demonstrate a strong awareness of Islamic values and understand their relevance to the modern UAE society. This is clearly evident in their behaviour and in their adoption of many of these values in both the boys' and girls' sections.
- A particular strength is students' understanding of their own cultures and of the UAE culture. They show great appreciation of and respect for the UAE, which they consider their second home. All students can give details about the UAE and enthusiastically sing its National Anthem, as they sing their own.
- Students' understanding of world cultures is more positive in the middle and secondary phases. Students are well aware of international cultures. They can give details about these cultures, and their art and history.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Good	Good	Very good ↑	Outstanding

- Across the school, students are very well aware of their roles and responsibilities as members of the school and the wider community. They are willing participants and can initiate and take ownership of activities, especially in the middle and secondary phases.
- Students' excellent work ethic is a particular strength. They enjoy their learning. They are very happy with the school and contribute positively to its activities and projects, with many taking initiatives. They demonstrate an excellent understanding of environmental sustainability.
- The students' council and prefects are developing their contributions to the life of the school. They help other students and initiate and organise many school activities and events. The 'Drop-Down Day' activities help increase students' sense of social responsibility.

For development:

- Provide opportunities for more students to develop enterprise, entrepreneurial and innovation skills, particularly in the lower phases of the school.

3. Teaching and assessment

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

- The greater proportion of stronger teaching is in the KG and secondary phase. In these phases, teachers are successful in promoting students' thinking. They apply what they know about students' performance and ability to carefully plan work to meet their learning needs.
- Almost all teachers develop students' engagement well and promote collaboration successfully. The quality of teachers' questioning is variable. While some teachers ask probing questions, others overemphasise factual recall. Teaching is less developed in the primary phase, particularly of some teachers who are new to the school and occasionally in Arabic as an additional language.
- Although approaches to critical thinking, enquiry and the use of technology have improved since the last inspection, such strategies are not yet effectively deployed in all subjects and across all phases.

	KG	Primary	Middle	Secondary
Assessment	Good	Good ↑	Good ↑	Good

- Assessment processes are coherent and valid across the school. In KG, they link to the Early Years Foundation Stage standards and elsewhere closely match CBSE requirements. Attainment is benchmarked against international expectations, and individual performance is matched to the potential indicated by CAT4.
- Assessment data are used well to inform whole-school curriculum planning. Teachers in the KG and secondary phase use assessment data to plan lessons that meet students' needs. In the other phases, the use of data for lesson planning is less consistent, and tasks are not always matched to the needs of specific students.
- Assessment systems have become increasingly coherent, and teachers have accurate information. Students are starting to become involved in assessing their own and their peers' learning. However, this practice lacks consistency and does not regularly help students learn how to improve their work.

For development:

- Use assessment data more reliably to plan lessons to meet the needs of all students, ensuring that weaker students are appropriately supported and the more able challenged.
- Improve the quality of students' self-assessment by encouraging the use of critical thinking, reflection and planning for improvement.

4. Curriculum

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

- The curriculum in all phases is sufficiently broad and balanced. It has a clear rationale and meets statutory requirements. Careful planning and purposeful implementation of the curriculum help students develop knowledge, skills and understanding.
- Students' interests and aspirations are addressed by a suitable range of extra-curricular clubs and activities. The school provides a broad range of language options, although not consistently across grade levels. Options within the science and commerce streams provide students in the secondary phase with appropriate pathways to higher and further education.
- The school has planned and implemented additional cross-curricular links to help students understand the connections between subjects. Teachers have reviewed the curriculum systematically in the light of benchmark testing and have identified and addressed gaps in provision.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- Curriculum adaptation is strongest in the KG, where child-centred approaches are most thoroughly embedded. The secondary curriculum is more adapted to the varying needs of different students, whereas the primary curriculum makes too few modifications.
- Adaptations to include enterprise and innovation are at an early stage of development. Special projects, such as the 'Drop-Down Day', enhance students' enterprise and application of learning to real-world challenges. However, these projects are not strongly embedded across the curriculum.
- The greater use of digital technology is allowing more flexible approaches to learning, since the curriculum is becoming less based on textbooks. Links with the Emirati culture and UAE society are effectively embedded in the curriculum.
- Children in the KG learn Arabic as an additional language.

For development:

- Extend curriculum planning so that it more fully meets the needs of all groups of students.

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

- The school has a clear, detailed child protection policy. Staff, students and parents know whom they can contact if they have a concern. All health and safety procedures are followed rigorously to protect all members of the school community.
- Medical personnel provide high-quality care in a well-managed facility. They promote safe and healthy living throughout the school by contributing to lessons and to training sessions for staff.
- The premises are well maintained and provide students with safe learning areas. The school provides a range of healthy snacks to supplement packed lunches. Defined areas for students to eat, play and relax support the promotion of their health and well-being.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- The established policy and procedures effectively promote positive relationships between staff and students, resulting in good behaviour in all phases. Good attendance is fostered by a clear policy and a positive approach that links good attendance to academic achievement and personal development.
- The identification process leads to support for students who are academically able or have gifts or talents. A range of support, through learning support assistants and support teachers, is available for students of determination. However, some inaccuracy in the identification process affects the identification of specific learning needs and, therefore, the quality of intervention.
- The well-being and personal development of all students is closely monitored through a team approach. Staff collaborate effectively to meet students' social, physical, emotional and intellectual needs. Senior students are provided with effective career guidance.

For development:

- Identify areas for students to use during break times to eat, play and relax.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Leaders show a positive commitment to an inclusive ethos. The school's action plan guides developments in policy and provision. The inclusion team's work with teachers and parents promotes understanding and helps improve provision.
- Interviews and assessment on entry, along with structured observations and the analysis of professional reports, support the identification of students who may have learning or behavioural difficulties. However, the current processes do not provide accurate information or effectively identify specific needs.
- Parents are made welcome in the school. They attend workshops and contribute to the planning and review of individual education plans (IEPs). They receive regular reports on their children's academic, personal and social development.
- Classroom-based individualised support does not always promote students' independence and can inhibit their interactions with their peers. Teachers' skills in planning and delivering differentiated lessons are not fully developed. Curriculum modification for students of determination does not always result in sufficient challenge.
- Assessment data are used to track progress and to inform lesson planning. Teachers collaborate in the development of IEPs but do not always play an active role in the achievement of targets. Progress is carefully monitored through classwork, academic testing and the achievement of targets. A majority of students make good progress.

For development:

- Redesign the identification process, using KHDA categories, to ensure that planning and delivery of interventions enable students of determination to make more rapid progress.
- Provide better planning and delivery of differentiated teaching for students of determination.

6. Leadership and management

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

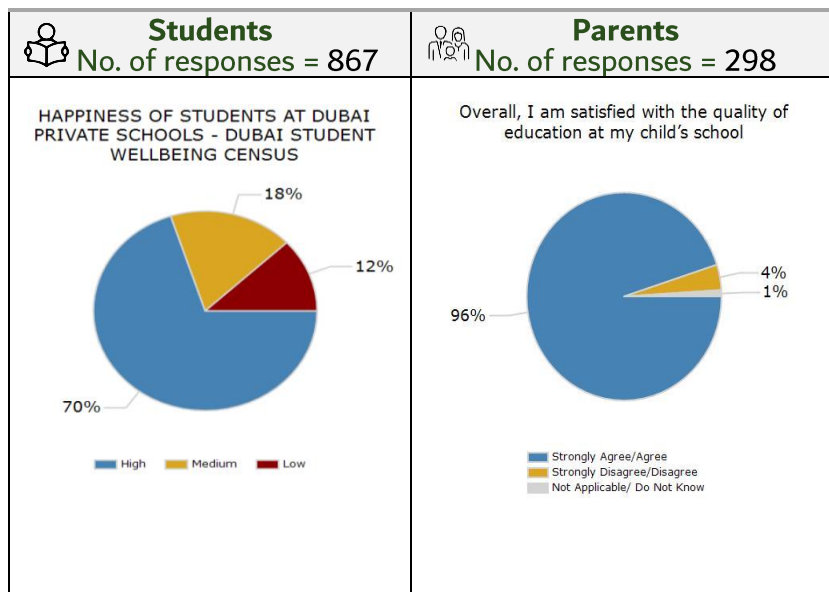
- All leaders are committed to UAE national priorities and to school improvement, including critical thinking and student-centred learning. Senior leaders set a positive climate that embraces well-being and encourages students and teachers to do their best. Relationships are warm and positive. Roles and responsibilities are clear. Leaders demonstrate a capacity to improve learning and student outcomes, particularly in the middle and secondary phases.
- Leaders know the school well and are eager to make improvements. School self-evaluation is mainly accurate. A systematic approach to the monitoring of teaching, involving middle and senior leaders, is in place and is used to guide teachers' professional development. Suitable school improvement plan and departmental plans have been developed in conjunction with external consultants. The plans address recommendations from the previous inspection and a few extra areas identified by the school itself.
- Parents appreciate the detailed feedback which empowers them to be fully engaged in improving their children's learning. The school uses a variety of ways to seek parents' views. These include regular surveys and open meetings which contribute positively to school development. The school has strengthened links with the local community and actively contributes to international charitable work. Partnership opportunities, nationally and internationally, are not sufficiently developed to enrich students' learning experiences.
- The governing board has suitable representation. It seeks the views of parents, teachers and senior students. Governors know the school well. Since the last inspection, they have increased their involvement in the school, through more regular meetings and closer monitoring of its performance. Although the overall resources remain limited, governors are gradually addressing areas of concern. In the last year, they have invested in the IT network and in extending teachers' professional development and are, thereby, supporting improved learning.
- Middle managers work effectively in running the systematic school routines. The school is adequately staffed. A large majority of teachers are qualified and assigned appropriate roles, both of which help achieve better results in external examinations. All areas of the school now have effective internet access for staff and students. There is a limited range of printed materials, and there are insufficient reading materials for younger students. Some classrooms and science laboratories limit the possibilities for practical learning.

For development:

- Ensure that middle leaders sustain an emphasis on improving learning.
- Enhance the resources available to support reading across the curriculum.

The Views of Parents and Senior Students

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



 Students	Most students who responded to the survey indicate that they are happy at school, and almost all express that they are optimistic about their future. Almost all students indicate that they have strong relationships with their teachers and other school staff. Most of them are proud of their belonging to the school community.
 Parents	Parents' responses are predominantly very supportive of the school. A large majority of parents appreciate the quality of the school and consider it a good value for money. A few have concerns about the timing of the boys' session. They are positive about the performance of school leaders and teachers. Inspection findings confirm these views.

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