

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

Inspection Report 2018-2019

**New Indian Model
School**

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
CBSE



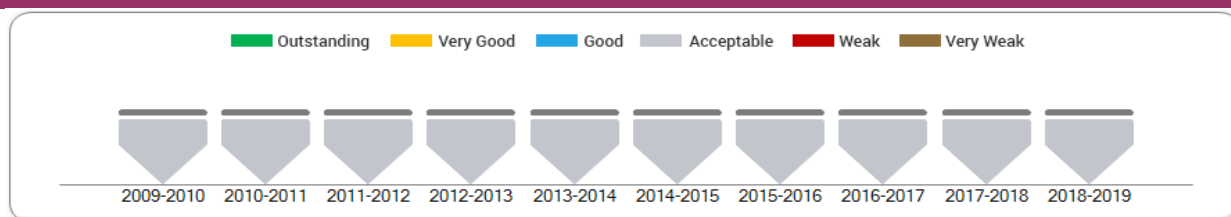
Contents

Contents.....	2
School Information.....	3
Summary of Inspection Findings 2018-2019.....	4
Overall School Performance	6
National Priorities.....	8
National Agenda Parameter.....	8
Reading Across the Curriculum.....	9
UAE Social Studies.....	9
Innovation.....	9
Main Inspection Report.....	10
The Views of Parents and Senior Students.....	19

School Information

General Information	 Location	Al Garhoud
	 Opening year of School	1988
	 Website	www.nimsdxb.com
	 Telephone	042824313
	 Principal	Dr. Mohammed Aslam Khan
	 Principal - Date appointed	4/25/2009
	 Language of Instruction	English
	 Inspection Dates:	22 to 25 October 2018
Students	 Gender of students	Boys and girls
	 Age range	4-17
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	6538
	 Number of Emirati students	0
	 Number of students of determination	924
Teachers	 Largest nationality group of students	Indian
	 Number of teachers	333
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	14
	 Teacher-student ratio	1:20
	 Number of guidance counsellors	10
Curriculum	 Teacher turnover	19
	 Educational Permit/ License	Indian
	 Main Curriculum	CBSE
	 External Tests and Examinations	CBSE, CAT4, DHSE (Kerala Board)
	 Accreditation	CBSE
	 National Agenda Benchmark Tests	ASSET

School Journey for New Indian Model 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

- The learning skills of children in the Kindergarten (KG) are improving, and they make very good progress in their learning, most notably in English and mathematics. Students' learning skills are less well developed in the primary phase, and their achievements are lower. They are acceptable in Arabic, English and science but better in the other subjects.
- Students have positive attitudes to school and exhibit exemplary behaviour. Senior students possess leadership skills and share important responsibilities in the day-to-day running of the school. Students have a deep understanding of Islamic values and how they influence life in Dubai. They have a good understanding of their own heritage and culture. Students show an awareness of global issues and have a strong sense of social responsibility.

Provision for learners

- Teachers plan lessons well, but their plans are not always fully implemented, especially in the primary phase. At times, they do not take sufficient account of students' different learning needs or provide appropriate levels of challenge. The assessment system is now providing clear and valid measurements of students' progress across all phases. The assessment processes in the KG are better because they are more firmly embedded.
- Most curricular programmes promote students' interests and develop knowledge and skills. The Arabic curriculum is being adjusted to meet the new requirements. Leaders and teachers regularly review the curriculum, but modifications are not always fully implemented, especially in the primary phase. The new learning centres and mathematical activities in the primary phase are improving learning. Other modifications are improving access for students of determination.
- Health and safety, both in school and on school transport, are monitored, and satisfactory records are maintained. The medical and inclusion team have effective procedures for safeguarding and child protection. The school promotes healthy and safe lifestyles. Staff-student relationships are very positive. Improved staffing has facilitated the identification and assessment of students of determination, and this is leading to better provision and outcomes.

Leadership and management

- The effectiveness of the leadership team is improving, especially in relation to the school's assessment methods and the provision for students of determination. Little improvement has been made in the overall quality of teaching in Arabic and in the primary phase, even though the school provides training for teachers. The governing body has invested more in the school, but there are still limitations in the learning environment and the provision of resources.

What the School does Best:

- Provides an ethos in which students develop outstanding attitudes, exhibit exemplary behaviour and have positive caring relationships with each other.
- Enables students to develop a deep understanding and appreciation of Islamic values and how they influence life in Dubai.
- Has improved assessment methods to provide more accurate information on students' attainment and progress.
- Provides stimulating educational experiences for children in the KG which give them a very good start to their school education.
- Has improved the leadership and specialist staffing to meet, more effectively, the learning needs of students of determination.

Key Recommendations:

- Improve the progress of students in Arabic and in primary English and science.
- Improve the consistency of good quality teaching in the primary phase by drawing on the best practice across the school.
- Improve the effectiveness of the school's training programmes for teachers.
- The governors to improve school funding so that:
 - shortcomings in the provision of learning resources can be addressed
 - the learning environment can be improved
 - students can be helped to fulfil their potential in academic, aesthetic, physical and creative activities.

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

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

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

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Acceptable	Good	Good
Assessment	Very good ↑	Good ↑	Good	Good

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Acceptable	Good	Good
Curriculum adaptation	Good	Good ↑	Good ↑	Good

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

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

6. Leadership and management

The effectiveness of leadership	Good
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

meets expectations

- In the international assessment tests, a comparison of the data between 2011 and 2015 indicates that students are making real progress. In TIMSS 2015, students in both Grades 4 and 8, in both science and mathematics, exceeded their targets by a considerable margin and are now performing at the intermediate international benchmark. Grade 10 students met their PISA targets in mathematics although they just missed their targets in science and reading. However, the most recent data from the Progress in Reading Literacy Study Tests and the PISA Based Test for Schools shows an improving picture.

Impact of Leadership

meets expectations

- The leadership team has a clear vision of the expectations of the National Agenda and the importance of data analysis in highlighting strengths and weaknesses in students' achievement. They have targeted areas of weakness, adapted their teaching strategies and made modifications to the curriculum to address them.

Impact of Learning

is approaching expectations

- Students across all phases are given opportunities to think critically, where they can reason, infer and hypothesise. Linking learning to the real world is a strength across all phases so they can apply their learning to solving problems. The use of ICT for enquiry and research is underdeveloped.

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

For Development:

- Map and plan the development of skills identified by ASSET outcomes (Assessment of Scholastic Skills through Educational Testing) alongside those of TIMSS and PISA.
- Monitor the effectiveness of any modifications to the curriculum to ensure they are bringing about improvement in students' outcomes.
- Increase opportunities for students to improve their skills of research and enquiry by integrating the use of learning technology into lessons.

Reading Across the Curriculum

- Teachers are developing students' knowledge of specialist vocabulary to improve comprehension in examinations. Baseline assessments are not carried out.
- Reading strategies are not fully embedded across the subject areas, although heads of departments now receive training to improve their expertise.
- Limited resources and insufficient use of the school library adversely affect the development of reading for purpose and pleasure, particularly for older boys.
- Reading initiatives have been implemented, but not all teachers fully understand the objectives or have the expertise to implement a whole school approach to improving reading.

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

For Development:

- Introduce standardised reading and assessment programmes to structure the teaching of reading and to evaluate the impact on students' progress.

UAE Social Studies

- The school follows the UAE social studies curriculum as a separate subject up to Grade 9. In senior CBSE lessons, there is limited integration of the UAE social studies.
- Students collaborate and communicate ideas well. Few students can work independently or think critically. Senior students engage in research using technology in a majority of the lessons.
- In lessons and internal assessments, a majority of students attain levels that are above grade expectations.
- In lessons and work samples, it is evident that students make good progress against their starting points. Progress is better in lower primary lessons in relation to the expected curriculum standards.

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

Innovation

- Students make little use of technology in their learning and there are few opportunities for them to be innovative.
- Students organise, plan and implement charitable, fund-raising and socially-worthy campaigns. These activities provide them with some opportunities to be creative.
- A few examples of creative approaches to teaching are evident, but in the main, the teaching approaches adopted in most lessons provide few opportunities for innovation.
- Most of the opportunities for innovation occur in the extra-curricular programme. Green projects, hydroponics, Model United Nations and Think Science are examples of such initiatives.
- The school has a policy on innovation. Senior leaders understand innovation and encourage teachers to develop innovative courses and adopt new approaches to teaching.

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

- A majority of students achieve a good level in the recitation of the Holy Qur'an and Hadeeth. Primary students demonstrate good knowledge of Seerah and Islamic concepts. Older students are able to apply their knowledge to connect Islamic concepts and values to real life.
- Students are able to discuss Islamic topics, think critically and possess some skills in problem solving. They can apply recitation rules when reciting, but they do not always apply the correct rules. Boys generally make slower progress than girls.
- The majority of students make good progress as a result of effective teaching that provides opportunities for independent learning and critical thinking.

For Development:

- Modify the teaching strategies in the boys' sections to more effectively meet their needs and improve their progress and attainment.

Arabic as an Additional Language

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

- Most students reach the expected levels in their acquisition of vocabulary, basic grammar and reading comprehension, given their years of study. Progress in speaking and listening is limited because students do not have sufficient opportunities to practice these skills in lessons.
- Most students can read accurately but not fluently. Their structured writing is developing well, but their creative writing remains underdeveloped. The most able students are making better than expected progress in speaking and creative writing.
- The Arabic department is in a transitional stage, shifting to a new set of curriculum expectations. The implementation of curriculum plans, together with linked assessment procedures, have yet to have an impact on outcomes. The curriculum links well with aspects of the UAE culture.

For Development:

- Provide more opportunities for students to develop their speaking, listening and creative writing skills.

English

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

- Children in the KG are developing their language skills well. Inconsistent teaching approaches hinder progress in the primary phase. Weaknesses in comprehension affect the examination performance of students in the primary and middle phases. Older students are more fluent speakers and show more advanced skills in writing.
- The focus on reading has yet to fully engage boys. Students enjoy contributing to discussion, analysing poetry, interpreting text and engaging in investigative research. Students' writing skills lag behind speaking and listening, in both the primary and middle phases.
- The school has introduced learning programmes to improve comprehension skills, but the full impact is yet to be seen. Dedicated learning areas are beginning to ease transition from the KG to Grade 1. The use of the e-library is increasing reading opportunities.

For Development:

- Develop a range of teaching approaches to improve students' reading skills and encourage them to read more widely for purpose and pleasure.
- Provide more opportunities, particularly in the primary and middle phases, to develop creative and analytical writing.

Mathematics

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

- In the KG, the achievement of a large majority of students is above expectations. In the other phases, the attainment and progress of a majority of students are above curriculum standards. This is more evident in the classroom than in the results of external benchmark tests.
- Students across all phases are particularly strong in their understanding of number and the application of mathematical operations in the real world. However, their knowledge of mathematical terms is not as secure. One area for improvement, identified by the TIMSS test results, relates to students' skills in geometry.
- The introduction of a more practical approach to learning, in the primary phase, appeals to different learning styles and contributes to increasing students' understanding of different mathematical operations and how to apply them in the real world.

For Development:

- Develop students' understanding of specialist mathematical terminology to enhance their understanding of the questions in ASSET tests.

Science

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

- Lessons are based on practical activities across all phases. In the primary phase, teachers' choices of activities are less personalised for the different learners. This partly accounts for lower overall achievement.
- A hands-on, investigative approach to teaching science facilitates faster student progress, particularly in the secondary phase. Students' use of technology helps them develop independent thinking. Teachers' skills in implementing an enquiry-led mode of learning are variable, particularly in the primary phase.
- Teachers now place a greater emphasis upon research and reasoning in all lessons. As a consequence, students are developing a better understanding of observation, measurement and experimentation in the scientific method, particularly in the secondary phase.

For Development:

- Establish a more consistent enquiry-led approach to learning in the primary phase to enhance students' understanding and application of the scientific method.

Learning Skills

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

- In the KG, children develop strong learning skills through enquiry-based learning. Learning skills are strong in all phases in mathematics. In other subjects in the primary and middle phases, students' development of learning skills is limited as there are too few opportunities to apply these skills.
- In many lessons, students display good collaborative skills. Their use of technology for research in lessons is often limited to quick searches. It does not always support the development of skills in critical thinking.
- Learning skills have improved in the KG, especially in the Montessori section. The use of activity-based learning in primary mathematics is improving learning skills in this subject. However, the engagement of students in activity-based learning is inconsistent across other subjects and phases.

For Development:

- In all subjects, increase opportunities for students to engage in problem-solving and enquiry-based activities in order for them to develop and apply a range of learning skills.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students across the school have very positive attitudes and exhibit excellent behaviour. Students are committed to learning. They are respectful towards adults and to their peers. Older students serve as excellent role-models for younger students.
- Children's learning in the KG is characterised by their strong determination to succeed. Generally, students are confident, polite and respectful. In most, but not all lessons in the primary phase, students show high levels of self-discipline.
- The school is very successful in providing a range of opportunities for students to take on leadership roles. As a result, a significant number of students are involved in shaping and leading assemblies and other activities. Many students contribute effectively to the day-to-day running of the school.

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

- Students have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. They are knowledgeable and appreciative of the UAE heritage and culture. Students are almost always cooperative, respectful and protective of the school's environment, most notably across the upper phases.
- Students participate in a wide range of cultural activities and are keen to extend their knowledge. In the secondary phase, students can discuss in depth a variety of issues about the role and impact of the values of Islam in everyday life.
- Students are knowledgeable about their own heritage and culture. They describe with pride the history, customs and traditions of their countries. However, their knowledge of other world cultures is less secure.

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

- Across all phases, including the KG, students have an age-appropriate comprehension of global issues, such as environmental conservation. In the secondary phase, they are especially active in leading campaigns and raising money for charities.
- Older students act as particularly good role models for younger students in taking initiatives that reflect the values of the school.
- Students take pride in their recent achievements. These include winning the Dubai Vision and Environmental Excellence School Award. Their initiatives on water conservation, 'change starts from you', and waste recycling have brought external recognition to the school.

For Development:

- Create more opportunities for students in all grades, particularly in the primary and middle phases, to take initiatives and demonstrate their social responsibility.

3. Teaching and assessment

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

- Most teachers have a good knowledge of the subjects they teach. They plan purposeful lessons and use time and resources effectively to enhance students' learning. These features are less prominent in the primary phase.
- Most teachers use questioning well to engage students in meaningful discussions. However, there is inconsistency in the use of questioning to check understanding and extend thinking. The learning needs of different groups of students are not consistently met, particularly in the primary phase.
- Significant improvements have been made in lesson planning and teaching approaches to develop students' critical thinking skills. However, lesson plans are not always put into practice. In a few subjects, teaching approaches provide more opportunities for students to apply their learning skills.

	KG	Primary	Middle	Secondary
Assessment	Very good ↑	Good ↑	Good	Good

- The school has taken steps to attend to differences in assessment procedures in all phases. Assessments now provide clear and accurate measurements of students' progress. The procedures in the KG are most effective because they are more firmly embedded.
- All assessment data are now analysed in considerable detail to inform leaders of any gaps or differences in students' performance. This information guides the adaptations required in both the curriculum and the teaching approaches to raise achievement.
- Significant improvements have been made to the students' progress tracker. This now provides a more accurate check on students' progress and guides their next steps for learning.

For Development:

- Evaluate the changes that have been made to the assessment procedures to measure their effectiveness in raising students' attainment and progress.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Acceptable	Good	Good

- The curriculum effectively promotes students' interests and the development of knowledge, understanding and skills. In the KG, the curriculum promotes strong literacy and numeracy skills. The curriculum is reviewed regularly to evaluate its impact on students' performance. However, follow-up and required modifications are not always fully implemented, particularly in the primary phase.
- Links between subjects enhance the relevance of students' learning. The Arabic curriculum is being modified to meet the new MoE standards for the subject. The smooth transition from KG to Grade 1 is not always evident between higher grades in primary science and English.
- Improvements to the KG curriculum, learning activities and learning areas have a beneficial effect on children's all-round development, particularly their social and emotional development. In the other phases, the systematic development of skills in English and science has yet to be fully embedded.
- Moral education is taught from Grades 1 to 10 as a separate subject. In Grades 11 and 12, it is integrated within other core subjects.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good ↑	Good ↑	Good

- The curriculum is adapted well to meet the needs of all students, including those of students of determination. These adaptations now promote more all-round personal, social, and academic development.
- Modifications, such as the provision of learning centres in the primary phase, improve students' learning experiences. The primary mathematics curriculum is enriched with practical sessions. These help students better understand the application of mathematics in the wider world. The school mosque and the facility for learning the Holy Qur'an enrich the Islamic education curriculum.
- School assemblies include themes which help students develop better understanding and appreciation of the Emirati culture and the values that influence life in the UAE.
- Arabic is taught in KG2 for 20 minutes each week.

For Development:

- In the primary phase, improve progression in learning between the grade levels in Arabic, English and science.

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

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

- Health and safety, both in school and on school transport, are carefully monitored. Satisfactory records are maintained of all matters relating to health and safety. A number of students find the timings of the double shift difficult.
- The medical and inclusion team make a strong contribution to students' health and safety. Procedures for safeguarding and child protection are effective and well understood, both by staff and students. Staff successfully promote healthy and safe lifestyles. Campaigns against bullying, including cyber-bullying, engage a large number of students.
- Considerable improvements have been made to ensure students' safety. However, formalised risk assessments are too infrequent.

	KG	Primary	Middle	Secondary
Care and support	Very good	Good	Good	Good

- Staff-student relationships are very positive. There are effective systems in place to manage attendance and punctuality. Older students make a positive contribution to care and guidance by being directly involved in supporting more junior students.
- The increase in specialist staff has improved the identification and assessment of students of determination. A school-wide, more systematic approach has resulted in a notable increase in the number of students, including the gifted and talented, receiving support.
- Many initiatives have been taken to promote healthy life styles in all phases. In the KG, there is very strong emphasis on, and therefore high levels of, mutual respect and courtesy. At the secondary level, interest and aptitude assessments are carried out as part of career related initiatives.

For Development:

- Consider extending the use of interest and aptitude assessments in relation to career counselling at the secondary level.
- Ensure formalised risk assessments are more frequent and rigorous.

Inclusion of students of determination

Provision and outcomes for students of determination

Good ↑

- The governors and owners, along with senior leaders, promote inclusion well at the school. There has been a significant increase in the recruitment of qualified staff. The school welcomes the application for admission of students of determination.
- There has been a significant increase in the number of assessments carried out and in the number of students of determination identified. The quality of the assessment procedures has improved, and the related interventions are now more focused.
- Parents report that they are welcomed to the school with their children. On-going efforts are being made to provide direction, support and guidance to parents through information sessions, parent-teacher meetings and 'open-house' events.
- There has been an increase in support provided directly to class teachers. Training for class teachers, LSAs and parents is provided. There is, however, inconsistency in the modification of teaching and the quality of support provided in lessons.
- Assessments are frequently carried out, and on-going tracking of student progress is taking place. A wide range of information is considered when reviewing student progress and altering teaching support when necessary.

For Development:

- Ensure that modifications to teaching are more consistent and check the quality of support provided.

6. Leadership and management

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

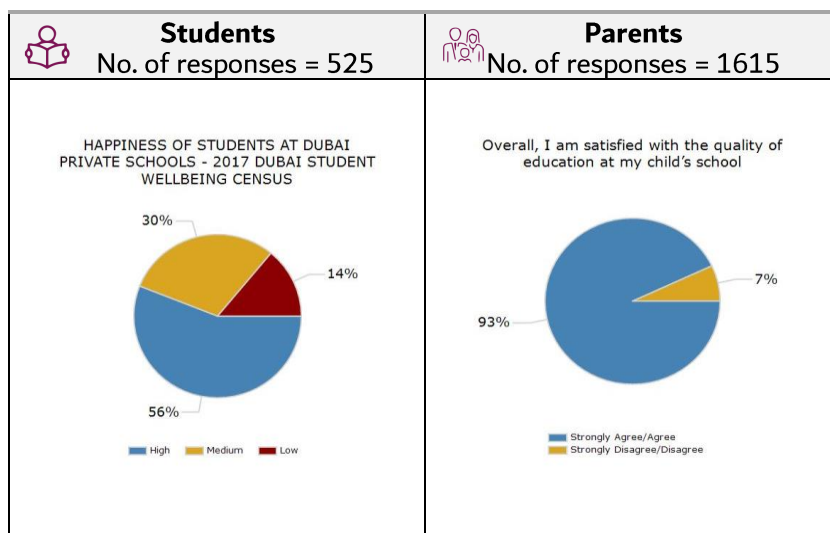
- The principal successfully meets parents' aspirations in providing an Indian school with an inclusive ethos, which reflects Islamic principles. He is supported very well by the senior leadership team. Senior leaders have created a new assessment system and encourage innovation. Capable middle leaders play a key role in taking the school forward and in raising achievement. The school is committed to achieving the UAE priorities.
- Reviews of the quality of teaching and students' achievements are used to monitor the school's performance and to focus the school's training programmes for teachers. The school's improvement plans are well-formed, but they have not had sufficient impact on the recommendations made in the previous inspection report. Good progress has been made in improving the assessment system and in the provision for students of determination. The improvement in the quality of teaching across the primary phase is insufficient.
- The school engages effectively with the school community. Parents are consulted on relevant policy issues, through the Parents' Executive Council. Parents state that their input has a positive impact on raising standards. Good communication systems are in place. Parents have access to teachers and heads of section on request. Reporting on academic, social and personal development is carried out regularly. Parents collaborate with the school in organising social contributions through charity work with local organisations.
- The board has good links with parents and students. Governors respond positively to parental concerns. They hold the school to account through the monitoring of key performance indicators. The governor for inclusive education plays an important role in improving provision for students of determination. The governing body does not provide sufficient funding to meet the deficiencies in resources and the limited teaching spaces, which restrict students' development of their academic, aesthetic, physical and creative skills.
- Most aspects of the day-to-day management of the school are adequately organised. The school procedures and routines are effective. The school is adequately staffed. The premises are adequate. Some resources, science facilities and accommodations for students of determination have improved. However, more needs to be done in order to provide inspiring learning spaces and to increase the range of educational resources. The sports facilities, especially the outdoor facilities, are limited.

For Development:

- Improve the facilities and availability of resources to support students' academic and personal development.

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 these helped to form inspection judgements.



 Students	Most students report that they feel safe in school. Students say they are happy and well cared for. Their measures of happiness and well-being in the survey report are in line with Dubai averages. Students in this school have healthier diets than the Dubai average, and they generally have good sleep patterns. However, they do not participate as much in extra-curricular sports activities.
 Parents	A significant majority of parents who responded to the survey state that they are satisfied with the quality of education, information and support provided by the school. A small number of parents express concern about the school transport system, the school facilities and the weight of their children's schoolbags. In meetings with parents, inspectors noted that the majority of parents are supportive of the school.

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