



National Agenda



Early Years



Special
Educational Needs



Innovation

Inspection Report 2015-2016

Rajagiri International School Dubai

Curriculum: Indian

Overall rating: Good

Read more about the school



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“Don't look
behind to
see who is
following you,
but look forward
to be ahead”



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information 	Location	Al Warqaa
	Type of school	Private
	Opening year of school	2008
	Website	www.risdubai.org
	Telephone	04-280-0691
	Address	Al Warqaa
	Principal	Arundhati Rawat
	Language of instruction	English
	Inspection dates	26 to 29 October 2015
Students 	Gender of students	Boys and girls
	Age range	4-14
	Grades or year groups	Kindergarten1 to Grade 9
	Number of students on roll	1,413
	Number of children in pre-kindergarten	116
	Number of Emirati students	0
	Number of students with SEND	54
	Largest nationality group of students	Indian
Teachers / Support staff 	Number of teachers	102
	Largest nationality group of teachers	Indian
	Number of teaching assistants	36
	Teacher-student ratio	1:15
	Number of guidance counsellors	3
	Teacher turnover	13%
Curriculum 	Educational permit / Licence	Indian
	Main curriculum	CBSE
	External tests and examinations	IBT/ASSET
	Accreditation	CBSE
	National Agenda benchmark tests	IBT

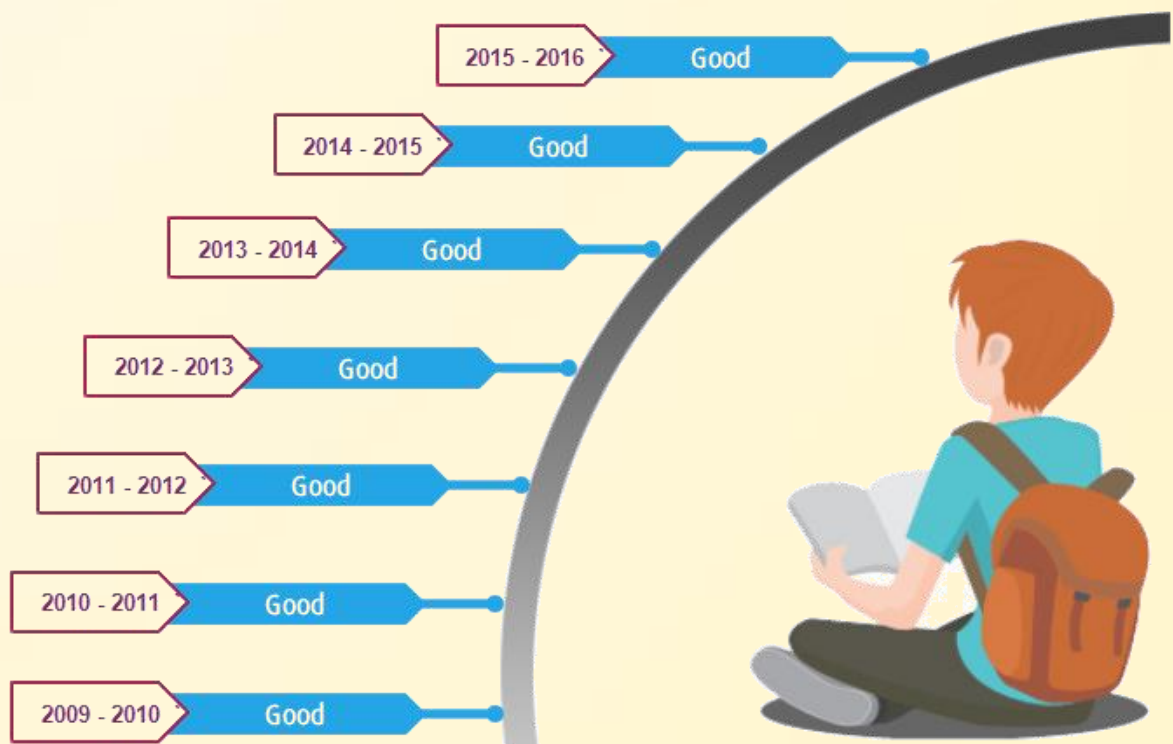


Summary for parents and the community

Rajagiri International School Dubai was inspected by DSIB from 26 to 29 October 2015. The overall quality of education provided by the school was found to be **good**.

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

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





How well did the school perform overall?

Overall, Rajagiri International School Dubai provided a good level of education to its students.

- The quality of students' progress was good overall, as were their attainment and learning skills. Their knowledge about subjects was better than their critical thinking and enquiry skills. Their attainment and progress in learning Arabic as an additional language were acceptable in most phases. Children made very good progress learning English in the Kindergarten, and showed very good attainment in that subject.
- The school helped students make outstanding progress in acquiring personal attributes and in having positive attitudes towards others and learning. Students had clear understanding of Islamic values and the impact of those values upon the UAE, particularly in the Secondary phase. Students responded well when encouraged to participate in community or environmental tasks.
- The teaching was good, as was the assessment of learning. Teachers' subject knowledge was sound, and they could give helpful explanations. In most subjects, they assessed students' progress regularly using internal and external tests. They used the results of assessments to match learning tasks to the needs of different groups most of the time. Their approach to assessment did not allow them to track students' progress in learning different aspects of a subject effectively.
- The school followed the CBSE curriculum to a good standard. The Kindergarten curriculum was of high quality. Across the school, the staff did not modify the curriculum fully to meet the needs of different groups of students, including those with special educational needs and disabilities (SEND).
- The school's arrangements for promoting healthy lifestyles, keeping students and the staff safe, and caring for and supporting students, were of high quality.
- The governors held senior staff members accountable for the school's performance. The Principal and other leaders sustained good levels of academic achievement among students. Their partnership with parents was of high quality. The school was well staffed, with good facilities and resources, and was run well from day to day.



What did the school do well?

- The school had sustained good academic outcomes for students in most subjects.
- Many aspects of the students' personal development, including their mature attitudes towards learning and others, and their appreciation of Emirati culture, were of high quality.
- The school promoted healthy lifestyles well, and the opportunities for exercise and physical activity were extensive.
- Staff members provided very good care and support for students at all phases.
- Partnerships with parents and the community continued to be of high quality.



What does the school need to do next?

- Improve self-evaluation by aligning results with national and international standards, and by ensuring that lesson observations focus on evaluating the progress and attainment by different groups of students.
- Improve the curriculum and teaching in all subjects, so that students have opportunities to develop critical thinking and independent research skills.
- Improve the assessment of learning by: accurately identifying students' starting points in a range of knowledge and skills; discriminating between knowledge, understanding and skills when recording students' progress; and, by using the results of assessments to provide tasks and activities which are matched to the learning needs of different groups of students.
- Review the curriculum for Arabic as an additional language to ensure that students have a broad range of experiences, including opportunities for speaking and writing at length, so that their progress in learning the language improves.



How well did the school provide for students with special educational needs and disabilities?

- The school valued and welcomed all students with special educational needs and disabilities (SEND).
- Appropriate procedures were in place for the early identification of students, including those who may be gifted or talented.
- Parents expressed confidence in the quality of personal care, support and provision available to their children across all phases.
- The Governors had appointed expert counselling and support staff to implement policies and procedures.
- The majority of students with SEND made good progress in the key subjects.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intent of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and in addition, they were provided with clear targets for improving their performance. This academic year, KHDA introduced the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

Main points:

- The school met the registration requirements of the National Agenda Parameter. Progress towards National Agenda targets was as expected.
- The school promoted awareness about the UAE National Agenda well. Senior staff members included the National Agenda in their communications with all stakeholders.
- The school had started to align its curriculum to the standards of the Trends in International Mathematics and Science Survey (TIMSS). Teachers had begun to introduce some critical thinking questions into their internal exams and filled in content gaps in the curriculum. They also introduced tasks to promote critical thinking by students, such as 'Mindspark' and 'MakerSpace.'
- Teachers' strategies to enable students to develop critical thinking and enquiry skills varied across the subjects. They were better in mathematics and English than in science. Students' use of resources to develop their research skills varied. They received more opportunities to develop their research skills in mathematics and English than in science lessons.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.



Promoting a culture of innovation:

- The school leaders' vision and commitment to the wider community was aligned to the national innovation agenda. Leaders encouraged teachers to generate new ideas and implement them in their teaching. Participation in social learning activities within the UAE education community provided students with opportunities to combine their efforts and compare their skills and creative talents. Leaders and teachers had recently dedicated a space to encourage design and creativity. The curriculum for older students provided opportunities for them to think critically, enquire and solve problems. Extra-curricular activities encouraged independent thinking and collaboration by students.

Overall school performance

Good

1. Students' achievement

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Good	Good	Acceptable
	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	Good ↑	Acceptable	Acceptable
English 	Attainment	Very good ↓	Good	Good	Good
	Progress	Very good ↓	Good	Good	Good
Mathematics 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Science 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good

	KG	Primary	Middle	Secondary
Learning skills	Good	Good	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	Good	Good	Good	Very good
Social responsibility and innovation skills	Good	Very good ↓	Very good ↓	Very good

3. Teaching and assessment

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

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Outstanding	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	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good ↑	Very good ↑	Very good ↑	Very good

6. Leadership and management

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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

KG

Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Very good ↓	Very good ↓
Mathematics	Good	Good
Science	Good	Good

- The large majority of Kindergarten children were making very good progress in learning English. They could listen attentively in class and were able to express themselves confidently when answering their teachers. They communicated well with one another when interacting during play activities. Children were able to recognise, name and blend letter sounds at the beginning, middle and ends of words, and use phonics to decode words. They enjoyed listening to stories and were able to sequence the stories correctly. All children could write letters and words and some children could write words in sentences.
- In mathematics, most of the children in the Kindergarten had good number sense and could count very well. They were also able to recognise and name basic two-dimensional shapes and some three-dimensional shapes. Most of the children could sort objects by different properties, such as size, shape and colour, could copy and extend recurring patterns, and were able to carry out simple operations such as addition.
- In science, a majority of children consistently made better than expected progress in their learning. Most had developed age appropriate science vocabulary. They could make sense of the world by manipulating objects in experiments to test and report on hypotheses; for example, on which items would float or sink. They engaged with excitement in activities, usually independently, which tapped into their natural curiosity about the world in which we live.

Primary

Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Good ↑
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- Most students attained levels of knowledge and understanding of the Pillars of Islam and key Islamic principles and beliefs that were above the curriculum expectations. No external assessments or benchmarks were used in the subject. In Qur'an recitation, improved provision had led to significant improvements in the memorisation of Surahs and the application of recitation rules for a majority of students. A large majority of primary students made steady progress in their knowledge of the Prophet's Seera and the Islamic forms of worship. Most groups of students made good progress.
- Most of the students of Arabic as an additional language demonstrated their well-developed skills in shaping Arabic script. No external assessments were used in Arabic, while internal assessment results indicated the good range of vocabulary they acquired and their ability to write brief responses to familiar questions. Students' pronunciation of Arabic script was also generally accurate, and they made steady progress in lessons developing their reading of short, simple stories. A minority of students were dependent upon their teachers when using new words to speak or expressing simple ideas in writing. The majority of groups, particularly the newly transferred students, made good progress.
- Students' good reading, writing, speaking and listening skills in English were reflected in the International Benchmark Test (IBT) results. Their attainment and progress in lessons were good. In particular, students were articulate when speaking, for example when reciting poems, and they read fluently from text. Attainment over the past three years had been maintained at or above the national and international standards.
- Students' attainment in mathematics was reflected in their IBT test results, which were good. When their teachers had a good understanding of students' capabilities, the tasks developed their knowledge and understanding quickly and securely. In Grade 2, for example, most students were able to use a clock face to identify each hour of the day. In Grade 3, students made steady progress in identifying the fractions of a shape taken up by the shaded areas. By Grade 5, the majority of students were able to formulate a general expression to calculate the perimeter of a square.
- In science, a majority of students demonstrated knowledge and understanding of scientific concepts in ways that exceeded expectations. The internal and external assessment data pointed to good levels that had been maintained over the past three years. In Grade 3, most students were able to correctly identify the parts of a plant and clearly describe their functions. A majority of students made significant progress towards learning objectives that were in line with curriculum standards. In Grade 4, students were able to develop their skills in classifying objects into solids, liquids, and gases.

Middle

Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic education, most students made significant progress in developing their understanding of Islamic beliefs and developed detailed knowledge of the Prophets' Seera, which was reflected in the internal assessment results. The Holy Qur'an memorisation skills were developing well among a large majority of students. The accuracy of their recitation, in relation to expectations for non-native speakers of the language of the Qur'an, was improving rapidly. Most students made significant progress in understanding how what they learned was linked to their everyday lives.
- Most students of Arabic as an additional language continued to improve their handwriting of Arabic and steadily increased the range of vocabulary they recognised. In lessons, they read aloud from short texts with confidence and accurate pronunciation. Their listening skills were in line with the expected standards. Students' oral responses to questions were usually very brief and, in many cases, lacked accuracy. Only a minority of students demonstrated good ability to synthesise simple paragraphs in writing or to freely express their ideas orally.
- Students' good levels of attainment in English were reflected in their IBT scores. Students demonstrated good speaking and reading skills when reading passages from poems. A majority of students' attainment had been above the national and international standards over the past two years.
- A majority of mathematics students demonstrated levels of knowledge and understanding that were above the curriculum standards. In Grade 6, most students could find the highest common factor and lowest common multiple of a pair of two digit numbers. By Grade 8, many students were able to analyse and successfully interpret the data presented in a range of different bar charts. Over the past two years, attainment had been generally above international standards.
- Students' external and internal assessment data in science pointed to good levels that had been maintained over the past few years. A majority of students demonstrated good understanding and application of scientific concepts. In Grade 8, for example, students were able to prepare slides in the biology lab, observe them under a microscope, and identify the parts of a plant cell. In a few lessons, a lack of challenge in the learning objectives hindered students' progress.

Secondary

Subjects	Attainment	Progress
Islamic education	Acceptable	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In almost all areas of learning in Islamic education, most students achieved levels that were in line with the curriculum expectations. They had secure knowledge and understanding of Islamic concepts and principles and made good progress in learning about the common characteristics of all prophets. Most students made steady progress in developing deeper understanding of how they could benefit from learning about Islamic beliefs in their personal lives. Their achievement in the memorisation of Surahs from the Holy Qur'an was adequate and they continued to improve their pronunciation of the verses they had previously learned.
- In learning Arabic as an additional language, most students demonstrated the ability to form cursive Arabic script with few errors. They could recall and accurately write the sentences they learned from their textbooks. For a majority of students, reading comprehension skills were in line with expectations, and a large majority could accurately pronounce a range of vocabulary which they used to answer questions. Their progress in conversing with others and writing at length to express their ideas was very limited.
- Students attained above the curriculum standards on the internal tests in English, and made good progress overall. Some students demonstrated very good reading and speaking skills when reciting poems. They responded to comprehension questions with thoughtful and reflective answers. As in the Primary and Middle phases, girls showed stronger attainment and made better progress than boys.
- Most students made appropriate progress in mathematics, and a majority made more rapid progress than expected. Students' enquiry, analysis and problem solving skills required further development. In Grade 9 the students were able to derive a general expression for the total surface area of a cuboid. They were also able to plot graphs to solve linear equations, and calculate the probability of compound events. The IBT data for the previous two years indicated that good progress was being made.
- In science, the majority of students demonstrated better than expected knowledge and understanding of scientific concepts. They were able, for example, to verify experimentally the law of conservation of matter. Their progress against challenging learning objectives was good. They were able, for example, to use learning technologies to compare and contrast the isotopes of any specific element. Students' progress was sometimes hindered by excessive guidance from their teachers.

	KG	Primary	Middle	Secondary
Learning skills	Good	Good	Good	Good

- Students consistently showed real interest in what they were learning. They were always attentive in their lessons and could concentrate on some activities for long periods of time. They could work on their own when given opportunities and were starting to take responsibility for the assessment of their learning. Students understood how well they were doing and were beginning to understand what they needed to do to improve.
- Students enjoyed working in groups. They listened to their peers and had respect for other students' ideas. The majority of students could explain what they had learned in lessons. This skill was not consistently observed across all classes, and was less evident in the Primary phase.
- Students could make some connections between their learning at school and what they observed and recognised in the world around them.
- Students did not have enough access to learning technologies in lessons to develop the capability to find things out for themselves. Their subject knowledge was strong, but their problem solving, research and analytical skills were less well developed.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students were happy in their learning and had positive attitudes towards others. They responded well to opportunities to take responsibility, for example by acting as monitors in various groups, which gave them opportunities to build independence, leadership and self-reliance skills.
- Students were consistently self-disciplined. They cared for each other and bullying incidents were rare. Older student monitors supported good behavior among the younger students by helping them around the school and in their classrooms.
- Students consistently demonstrated the highest levels of respect and courtesy toward each other and adults across the school. The use of peer mentors and buddies built empathy and sensitivity to the needs of others.
- There was a strong commitment to following a healthy lifestyle, as seen in students' participation in the extra-curricular activities that focused on physical activities such as karate, yoga and dance.
- Attendance was very good overall. Students eagerly came to school and were consistently punctual in arriving to school and their classes.

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

- At all phases, students had good, age-appropriate understanding and appreciation of how Islamic values influenced life in the UAE. Younger ones knew about Islamic dress codes, while older ones were able to talk about Islamic values such as peace and respect for others.
- Students participated in a range of cultural activities which were organised by the school. As a result, they were knowledgeable about the Emirati heritage. Students at the Secondary phase had a particularly well developed understanding of certain aspects of the Middle East, including timelines of how various countries, including the UAE, became independent.
- Students had good understanding of various cultures including their own, particularly at the Secondary phase. They expressed genuine interest in interacting with people from different cultures and in learning about them.

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

- Students took care of and showed consideration for all other students. They understood how they contribute to making the school a vibrant and respectful community. Their elected representatives engaged in mature and constructive dialogue with the staff, because they knew that their views were valued.
- Students had positive attitudes toward their work and enjoyed the success of completing activities during their lessons and in other activities at school. They were willing and usually enthusiastic participants in purposeful activities, which kept their attention for long periods of time.
- Students took active parts in caring for and improving their school environment. The 'Green Gang' had helped many students to recognise the impact of human activity on the local and wider world environment and had contributed to promoting ecological awareness.

3. Teaching and assessment

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

- Teachers knew their subjects well. They confidently applied their knowledge to teaching and learning with their students, particularly in the Middle and Secondary phases.
- Lessons were planned well and students were productively engaged. Teachers built strong rapport with students to create highly motivating learning environments across the school. The learning environment in the Kindergarten classes was pleasant, stimulating and well resourced, and contributed to the very positive engagement of the students.

- Teachers used questioning to engage learners, but their questions were often only seeking short responses and were closed; these did not promote higher order thinking and communication skills among students.
- Teachers were generally aware of the attainment levels of different groups of students. They did not differentiate tasks, resources or questions fully to provide appropriate challenge and support for all learners.
- Students had some opportunities to carry out meaningful independent research, but these were limited, as was use of learning technologies by students. Teaching across the school, and in particular in the Primary phase, did not consistently promote students' critical thinking, problem solving, innovation and independent learning skills.
- Teachers of Arabic as an additional language had adequate levels of knowledge and their planning for lessons was regular and organised. They interacted well with their students and used a sufficient range of resources to engage them. Their plans, however, did not always include activities that helped students develop independent writing and speaking skills.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Good	Good

- The school's assessment policies were coherent, consistent and comprehensive. They were linked to the CBSE's methods of assessing students' ongoing progress and end of term attainment. They provided clear measures of students' overall progress. Some, but not all assessments showed students' progress in learning different aspects of each subject.
- Teachers compared students' academic outcomes to external, national and international expectations. They were starting to analyse the results to identify strengths and weaknesses in the curriculum, teaching and in the progress made by different groups of students.
- Teachers analysed the data for boys and girls separately to shed light on their relative performances. Such analyses had helped the school track their progress over time and provide timely interventions. For example, to Grade 5 students and boys in the higher grades.
- Most teachers used assessment information adequately in preparing worksheets and project work for students. Occasionally, assessment tasks were too brief and not demanding enough to ensure that new learning was secure. A few teachers did not use the assessment data effectively to challenge and engage the most able students. In Arabic, teachers' assessments focused on testing students' listening skills too much. This resulted in limited review of the curriculum for the three other language skills.
- Teachers had reasonable knowledge of the strengths and weaknesses of individual students. They provided some challenge and support. They marked books consistently with appreciative remarks, but written comments on how students could improve were few and inconsistent. Teachers had started to encourage students to assess their own work and that of their peers.

4. Curriculum

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

- The curriculum was closely based on the CBSE guidelines and focused on developing students' knowledge, understanding and skills in most subjects. It was broad and ensured a balance of curricular and extra-curricular activities. This included planned opportunities in social studies for students to understand and appreciate the values and culture of UAE and India. In Arabic, the focus was on developing the skills of recognising scripts and learning vocabulary, but offered limited opportunities for the development of speaking and writing skills. In English, the scope for developing students' reading, creative writing and vocabulary was limited. The Kindergarten curriculum had a high quality range of activities across different subjects.
- Senior staff members ensured that teachers at transition points within the school met to discuss students' progress to encourage continuity in students' learning. The school followed the prescribed national textbooks to ensure continuity and progression at the Secondary level. Staff members reviewed the curriculum in the Primary and Middle phases to ensure that students covered appropriate topics in a progressive manner.
- An hour of extra-curricular activities for all students in the Primary phase provided enriched learning. In addition, a range of orientation programmes enhanced the leadership skills of older students. Creative writing, a 'Makers Club,' 'Heritage Club' and weekly activity classes provided opportunities for extended learning. Participation in inter-mural events prepared the students to face competition and broadened their horizons.
- Staff members planned cross-curricular links and prepared multi-disciplinary tasks to ensure that students could understand links between different subjects. Inconsistent implementation meant that their plans did not always have the desired effects. A few teachers lacked the spontaneity to build on students' responses to their questions, or to make connections between different subjects. There were regular, planned opportunities for students in the upper grades to learn about the history and geography of the UAE.
- Staff members reviewed curriculum plans annually, taking account of the views of teachers, parents and students. Transition arrangements were well planned. Teachers, students and parents of Grade 9, a new class, had received orientation training by specialists with expertise in the CBSE curriculum. In Arabic, review of the curriculum had led to the procurement of more learning resources.
- A broad, interesting social studies curriculum enabled students to appreciate the values and culture of the UAE and India. In the upper grades the content was drawn from history, geography, political science and economics, and students were introduced to contemporary issues.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- Staff members made some modifications to the curriculum to prepare their students for international assessments. Different tasks, skillful questioning and resources to meet the needs of all learners were not fully embedded into the curriculum. Students with SEND were provided with great personal care and support, but curriculum modifications were not fully personalised. Teachers in the Kindergarten adapted activities well to meet the needs of different groups of children.
- A range of learning activities such as sports, swimming, music, dance, art, crafts, yoga, karate, aerobics and home science gave scope for students' personal and academic development. The students' editorial board, students' council and 'Green Gang' provided some scope for developing entrepreneurial and leadership skills. A 'Super Learning' period, directed by teachers to highlight themes across subjects, for example recycling, was not delivered in a way which enhanced the innovation skills of students. Links with the parent body, the Universal Group based in Mumbai, supported the school in preparing the students of Grade 9 for course work. The school had not developed a wide enough range of sustainable links with the community to improve learning opportunities for all students.
- The curriculum included educational visits to museums and important landmarks. Special assemblies in Arabic, celebration of the UAE festivals and National Day, and participation in the 'Green Festival,' 'Health is Wealth' day, clean up drives and environment conferences helped the students to understand global environmental issues.
- The programme for Kindergarten children included one weekly period of Arabic for the older Kindergarten children. Learning was mostly focused on the formation and recognition of letter shapes and sounds and acquiring a range of basic Arabic vocabulary.

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

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

- At all levels of the school, policies, procedures and protocols of the highest calibre were in place to ensure the safety and protection of all the students. All relevant adults in the school, along with parents were fully aware of these procedures.
- Arrangements to ensure the continued cleanliness of the school were very effective. High levels of supervision and monitoring across all parts of the school ensured that students were safe inside and outside their classrooms including at break times, activities, arrival and dismissal times and on buses.
- The maintenance staff kept the school buildings and equipment in perfect working order. Staff members stored confidential records, dangerous equipment and medicines and other materials securely. The premises and facilities for all students, including those with SEND, were of a very high standard.
- The staff promoted safe and healthy living in all phases of the school. Students benefited from health education classes which informed them of the importance of a healthy lifestyle. Staff members were implementing a programme to reduce obesity among students. Teachers encouraged students to engage in active lifestyles through the use of excellent resources, class activities and after-school clubs.

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

- The very positive atmosphere in the school had created a situation wherein excellent behaviour was the norm and all policies and procedures were understood and observed.
- Very good attendance and punctuality support systems were in place and the school was proud of its high attendance figures. This aspect demonstrated the positive sense of personal responsibility among the students and the cooperation that the school received from parents.
- The school was a welcoming and inclusive environment for all students with SEND. Identification arrangements started in the Kindergarten, and were thorough and detailed. Planned interventions for those identified with a specific need required greater attention and urgency, especially the gifted and talented students.
- In most aspects of learning, the school provided effective support to students with SEND; consequently, most students made good progress across most subjects. Their personal and emotional development needs were equally well supported by the staff.
- The Governors had provided a generous range of human and physical resources to support provision across all phases. An expert team of three counsellors ensured that a personalised model of support was in place. The students' academic needs were met and the staff offered care and support to their parents as well.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Good

- The school valued and welcomed all students with special educational needs and disabilities (SEND).
- Appropriate procedures were in place for the early identification of students, including those who may be gifted or talented.
- Parents expressed confidence in the quality of personal care, support and provision available to their children across all phases.
- The Governors had appointed expert counselling and support staff to implement policies and procedures.
- The majority of students with SEND had made good progress in the key subjects

6. Leadership and management

The effectiveness of leadership

Good

- With other leaders, the Principal successfully ensured that the staff worked together to implement the school's shared vision. The school was keen to contribute to the UAE National Agenda. The Principal had been effective in creating an inclusive ethos in the school.

- Most leaders, including the senior staff, heads of departments, phase supervisors and other coordinators were knowledgeable about the Indian curriculum. They had helped the Principal to establish a culture of learning throughout the school and to ensure that students' academic and personal development were good. Leaders had good knowledge of the best practices in teaching, learning and assessment.
- There was a good spirit of teamwork among staff members and relationships between different groups of stakeholders were strong. A vice principal oversaw administrative matters, while two recently-appointed coordinators for academic and assessment matters were helping the Principal to develop teachers' competence. Staff morale was high.
- Leaders had been successful in maintaining good levels of students' attainment and progress, and were generally aware of the areas in which there was a need for improvement. They were working hard, and had some success improving students' achievements. The Principal had shown signs of innovation, for example by introducing thematic studies, break-times and after-school activities.
- The school's performance had been good overall for some years. Along with the staff, leaders were working hard to improve the school's performance, although significant increases in some key aspects were proving difficult to implement. The school met all statutory and regulatory requirements.

School self-evaluation and improvement planning

Acceptable

- Senior leaders involved the staff in carrying out a range of processes for gathering data and information on the quality of the school's work, including surveying stakeholders, collating test marks, and observing lessons. While the analysis of the data was not always carried out accurately, the school had a generally accurate view of the key areas in need of improvement.
- Leaders carried out regular observations of teachers' lessons. The process was not sufficiently focused on evaluating the progress and attainment of different groups of students in lessons.
- The school improvement plan included separate, well set action plans for all key areas of the school's work. The leaders had drawn up an action plan for addressing the recommendations from the previous inspection report. As a result of the actions set out in those plans, a few aspects of the school's work had improved.
- Senior staff members had achieved some success in addressing the recommendations from the previous inspection report. The quality of care and support for students had improved to be very good. Good standards of academic achievement had been sustained.

Partnerships with parents and the community

Very good ↓

- The school was successful in engaging parents in the life and work of the school; for example, in taking reading groups in the early years, or in making extensive contributions to the organisation of activities such as 'Heritage Day,' when there was a meeting of cultures from north and south India. Senior leaders and governors paid close attention to parents' views as expressed through surveys or through the parents' council.
- Staff members communicated with parents in a wide range of effective ways, including the school's website, social media, newsletters, meetings and through the parents' council. Parents were very positive about the school and the level of communication with it.

- Parents received four detailed reports on their children's progress each year. The reports were helpful and indicated students' academic achievement in the different subject areas. However, the reports did not fully set out the next steps in students' learning.
- The school had helpful links with an acceptable range of local bodies and other organisations.

Governance

Good ↑

- The governing body included representatives from most stakeholders. The governors regularly sought stakeholders' views through surveys, meetings and visits to the school to carry out 'learning walks' to improve their knowledge about the school.
- The governing body was increasingly holding the school's senior leaders to account. The governors understood the central importance of monitoring the progress and personal development of all students.
- The governing body was exerting a positive influence upon the school. Governors had agreed to the appointment of two senior members of the staff and had provided additional resources, for example to set up the 'MakerSpace.' where students could use science or technology equipment. A second example was the provision of interactive whiteboards for classes in the Kindergarten.

Management, staffing, facilities and resources

Good

- The school's routines and procedures were well organised. They helped students to settle to work at the beginning of the school day. Senior leaders and other staff members worked well together to ensure that the school ran smoothly on a day-to-day basis.
- The school had a good supply of teachers and other staff. Most teachers were suitably qualified. Some teachers in the Islamic education and Arabic departments were not approved by the KHDA as teachers in these subjects. The staff benefited from regular professional development activities. Teachers were aware that they needed to broaden their horizons, for example, by visiting other schools to observe best practices in teaching.
- The premises were well designed, although there was no lift access to upper floors for those with difficulties in mobility. Staff members used the building and facilities well to create positive learning environments.
- Teachers used a range of resources to promote effective learning. The SEND department was well resourced. Some reading resources in the Kindergarten were not fully age-appropriate.

The views of the parents, teachers and students

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

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	634
	2014-2015	442
Teachers 	91	
Students 	0	

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

- Over half of the parents responded to the survey, an increase on the previous year. Almost all teachers responded. The school did not have senior students.
- Responses from parents and teachers were very positive. On most items, almost all who replied agreed with the positive statements about the school.
- Almost all parents were satisfied with the school's provision. Most parents and all teachers thought that inspections had led to improvements.
- Parents felt that their children were making good progress, particularly in learning Arabic as an additional language, English and mathematics.
- Parents' views about the curriculum and assessment were very positive. They thought that reports on their children's progress were helpful. They felt that their children enjoyed school and were safe in the building and on buses.
- Almost all parents and teachers were of the opinion that the school was well led, and that leaders listened to their views.
- Almost all teachers indicated that they were included in curriculum reviews and school's self-evaluation activities. They reported that senior leaders had briefed them about the UAE National Agenda, and that they received helpful feedback on their performance from their line managers.

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae