



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Sabari Indian School

Curriculum: CBSE

Overall rating: Acceptable

Read more about the school



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“Without
challenges,
we won't feel
the taste of
success and
happiness”



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Al Wuheida Dubai
Type of school	Private
Opening year of school	2013
Website	www. sisdubai.com
Telephone	042505806
Address	PO Box 88965 Dubai
Principal	Lakshmi Annapurna Chintaluri
Language of instruction	English
Inspection dates	14 to 16 December 2015

Students



Gender of students	Boys and girls
Age range	3-14
Grades or year groups	Kindergarten1 to Grade 7
Number of students on roll	471
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	16
Largest nationality group of students	Indian

Teachers / Support staff



Number of teachers	50
Largest nationality group of teachers	Indian
Number of teaching assistants	9
Teacher-student ratio	1:9
Number of guidance counsellors	1
Teacher turnover	34%

Curriculum



Educational permit / Licence	Indian
Main curriculum	CBSE / CBSEI
External tests and examinations	IBT
Accreditation	None
National Agenda benchmark tests	IBT



Summary for parents and the community

Sabari Indian School was inspected by DSIB from 14 to 16 December 2015. The overall quality of education provided by the school was found to be **acceptable**.

In order to judge the overall quality of education provided by the school, inspectors considered six key 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, **Sabari Indian School** provided an **acceptable** quality of education for its students.

- Students' attainment and progress were acceptable in all subjects and phases of the school except in Arabic as an additional language, where they were weak. Students learning skills across all phases were acceptable.
- Across all phases students' personal and social development, and their innovation skills were acceptable and their understanding of Islamic values and awareness of Emirati and world cultures was good in the children that attended kindergarten (KG).
- The schools provision of teaching for effective learning and assessment were acceptable across all phases.
- The curriculum design to meet the individual needs of students and the curriculum adaptation were acceptable across all phases.
- The school's provision of health and safety was good across all phases, while the quality of the school's support was acceptable.
- School leadership was generally acceptable, as was the school's self-evaluation and improvement planning processes and its partnership with parents. The school's governing board was functioning at a weak level.



What did the school do well?

- The school's good provision to ensure that students were kept in a healthy and safe environment
- The efforts of senior leaders to ensure effective and efficient day-to-day management of the school
- The good understanding of Islamic values and awareness of Emirati and world cultures in KG
- The strong caring and inclusive nature of the school, to ensure wellbeing and personal development of all students.



What does the school need to do next?

- Improve the capacity of school leadership at all levels, by employing or further developing leaders capable of fully implementing the recommendations following the DSIB inspection.
- Refine the school's vision statement and realign the school's curriculum, teaching and assessment programmes to ensure greater clarity of school direction and improved student learning outcomes.
- Improve the quality of teaching and learning and students' progress, in all subjects and phases, by improving teachers' awareness of what 'good' teaching looks like and ensuring that those features are consistently present in lessons.
- Improve the school's understanding of best practice in assessment and ensure that all teachers better analyse assessment data and use it to modify their teaching programmes and the curriculum.

- Improve the effectiveness of governance by broadening stakeholders' representation, and adequately training board members, so that they more effectively influence the school's performance and hold school leaders to account for improved achievement and development by students.



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

- The school had a very open and inclusive admissions policy, which translated into very inclusive practice. The whole community was welcomed, regardless of needs. The commitment of the school was not yet fully matched by many classroom teachers whose training and experience could not fully carry out the advice given to them to maximise students' learning and progress. This resulted in progress through the curriculum being slower than expected. However, socially the students were enjoying and benefiting well from their experiences in the school.
- The staff responsible for special educational needs and disabilities (SEND) were successful in helping parents to understand the progress their children were making, and communicating effectively on the next steps to be taken to enhance their learning.
- The SEND staff had particularly effective systems to communicate with parents. This helped parents to feel confident that their children were happy, safe and well educated at the school.
- Parents were fully involved with SEND staff in ensuring that the learning objectives and advice passed on by the class teachers matched their child's needs.

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 meeting the National Agenda targets was not secure.
- The directors and the principal promoted awareness of the National Agenda amongst most of the schools' stakeholders. This included the governors, teachers, parents and students. Understanding by the different groups of the implications of the National Agenda on the quality of learning was less secure. The curriculum was partially aligned to TIMSS and PISA requirements in content and skills.
- Adjustments had been made to the curriculum such as additional lessons for reading comprehension. The plan to deploy resources, which supported the development of questioning skills and enquiry based learning, had not been fully implemented. The impact of the plan was not seen in lessons.
- Critical thinking, investigations, open ended problems, enquiry and application to real life situations were seen in a few lessons. Teachers planned against a structure which was designed to promote critical thinking and enquiry. The planned enquiry-based learning was not evident in most lessons.
- Resources for information and communication technology and other technologies were not adequate to develop students' independent research skills as aligned to the National Agenda. Insufficient and inconsistent use was made of those resources. Learning spaces that were available including the 'maths lab' were underused.

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 principal had started to promote a culture of innovation. Key staff members had been identified to promote the agenda. However, these staff members had yet to be trained in their roles. Facilities for the promotion and development of innovation skill development were good. However, the school had not made the best use of them. Curriculum amendments had been made to support a culture of innovation within the school. Timetable adjustments had also been made to allow opportunities for students to acquire the specific skills required to develop innovative practice. These were all at an early stage.

Overall school performance

Acceptable

1. Students' achievement

		KG	Primary	Middle
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Weak	Weak
	Progress	Not applicable	Weak	Weak
English 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
Science 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable

	KG	Primary	Middle
Learning skills	Acceptable	Acceptable	Acceptable

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

	KG	Primary	Middle
Personal development	Acceptable	Acceptable	Acceptable
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Acceptable	Acceptable
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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



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	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In English, most children were achieving at levels in line with the school's KG curriculum standards. Most were learning English as an additional language and developing proficient speaking and listening skills, for example they listened carefully to stories. However, children were not sufficiently adept at recognising sequence and predicting likely events. Their recall of factual information was a strength. Children confidently sang songs, rhymes and spoke in English during their free play to adults and one another. They accurately followed instructions in English. They used their phonic knowledge in the development of their reading and writing, especially high frequency words. Many were attempting to write simple sentences. The majority of groups, including boys, made acceptable progress. However, the most able children required greater challenge to extend their learning.
- Children were confidently developing their number, shape, space and measurement skills leading to acceptable levels of attainment and progress in mathematics. Lessons incorporated practical opportunities for children to use a range of resources and manipulatives. Counting was a part of the daily routine and children had a secure understanding of number. Most children were able to recognise and sequence numbers up to twenty. Most children could appropriately use the language of size in context and identify two dimensional shapes in their environment. They used practical manipulatives to develop their mathematical understanding and occasionally used interactive mathematical learning technology programmes during independent learning time. Most groups made expected levels of progress.
- Most children in science attained standards that were in line with the school's curriculum and made acceptable progress. They made some real life connections in their lessons, for example in KG 2 they could recall that hot air balloons, helicopters and aeroplanes were types of air transport and that they travelled to school on buses which were part of the land transport system. Only a few children were confident at problem solving, using critical thinking, investigating science concepts and extending their learning, when they showed curiosity to know more.

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

- In Islamic education, most students demonstrated levels of attainment in their knowledge and understanding that were in line with curriculum standards, in lessons and in their written work. This was consistent with attainment over the past three years. The majority of students had a basic knowledge of the key principles of faith and worship in Islam. They could explain the Five Pillars of Islam appropriately. They had a detailed knowledge about compulsory and optional prayers and the difference between the ablution and Al Taymum. They also had a clear knowledge about the migration of the Prophet (PBUH) from Makkah to Madinah and they understood the importance of Makkah and Madinah for all Muslims. They were able to identify what they had learnt and link new conceptual understanding to previously learned ideas and everyday situations. However, most made less progress in developing their recitation skills and memorisation of the Holy Qur'an.
- In the absence of international levels, standards reached by the majority of students in Arabic as an additional language were below curriculum expectations. There were significant gaps in students' knowledge and weaknesses in their skills and understanding. The majority of students were able to listen and respond to familiar greetings. However, engaging in a simple conversation about family, age, daily life and reading familiar sentences, was too difficult for the majority of students. Students' independent writing skills were weak. Work in lessons was not differentiated to support the needs of students, so progress for most was limited in speaking and writing. The Arabic language was not used in a confident, communicative way during lessons.
- In English, students' attainment and progress in speaking, listening, and reading were at expected levels overall, when judged against national and international standards. In school based tests, Grade 5 students were performing at a low level. However, in ACER International Benchmark Testing (IBT) students' attainment was in line with international expectations. Knowledge and understanding were developing for most students. Students were making progress with the development of reading for pleasure. However, their development of age-appropriate vocabulary and their in-depth comprehension of material they had read remained comparatively weak. Girls made slightly better progress overall than boys.
- Whilst curriculum standards were met in mathematics, attainment fell below international benchmarking levels. In the IBT tests, girls outperformed boys. Lessons enabled students to acquire mathematical knowledge of shape, space, measurements, algebra, and information data. Skills which underpin mathematical thinking were less developed. In the best lessons teachers posed problems which encouraged high expectations. In a Grade 5 lesson, students played the role of an architect in order to calculate angles for new buildings. Attainment trends were only just emerging. The prior knowledge of students was not taken into account enough when establishing starting points in learning. As a consequence the progress students made was inconsistent. Lack of challenge in lessons prevented the most able from learning at better than expected levels.

- Attainment in science was broadly in line with curriculum expectations by the end of primary phase, but generally below national and international benchmarks levels. Students in the early primary classes made minimal progress. However, older students made steady progress with a few students exceeding expected curriculum standards. Students' scientific knowledge was developing. A majority of students were able to recall scientific facts using appropriate scientific vocabulary. Most knew about and could use scientific instruments, and follow investigative procedures. However students' observation skills were underdeveloped. They had too few opportunities to experience practical scientific investigations and enquiry. Students' environmental awareness and sense of social responsibility were enhanced when they were able to distinguish between biodegradable and non-biodegradable wastes.

Middle

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

- In Islamic education, most students' attainment levels were in line with expectations of the Ministry of Education curriculum. A majority of students had acceptable knowledge about the Prophet's (PBUH) life before the revelation. Most could also recite the Hadeeth and show an understanding of its general meaning. They knew the biographies of some of the Prophet's companions and followers. For example, they determined the details about Abu Baker Al Sediek and Asma'a Bet Abu Baker Salman -Al Farsi. A majority of students could understand many of the values of Islam from the Holy Qur'an and Prophets' lives and could explain how to consistently apply these values to their daily lives. Students' memorisation and recitation skills were less developed. In lessons, most students made expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards and a few made better progress.
- The Arabic as an additional language attainment and progress for the majority students were below curriculum standards. As in primary phase, external test measures were not available. There were significant gaps in students' knowledge and weaknesses in their skills and understanding. Students' listening and reading skills were not secure. Their writing was less developed. Most students lacked confidence when expressing their ideas and opinions orally. Work in lessons was not differentiated to support students. This limited progress in speaking and writing for most students. A significant minority were unable to demonstrate a basic competency in the language.
- In English, attainment was acceptable in terms of their collective achievements in lessons and assessment data from international tests. This was exemplified by the school's IBT test results. Students struggled with making inferences about unfamiliar situations. However, most students were able to locate and combine information within or across short texts using low level inferences. Progress was too uneven in different classes, resulting in students' often not doing as well as they could. Students extended writing, particularly creative writing, was the weakest of the basic skills. Overall progress for different groups of students, including those with SEND was broadly at expected levels.

- In the middle phase students' attainment was in line with curriculum standards in mathematics, although it fell below international benchmarking averages. In lessons, high level mathematical knowledge was acquired by students. Opportunities to apply their knowledge and develop the skills that underpin mathematics were limited. Students were unable to identify how to use knowledge about parallel and transversal lines in everyday contexts, such as in carpentry. While the teachers' assessments and examination data were considered, starting points in learning were not clearly established. As a result the rate of progress made in developing mathematical skills was difficult to identify and measure. When challenged, the most able students could apply extended thinking and understand mathematical proofs using quantifiers. Attainment and progress were similar across the different groups of students.
- Attainment in science was broadly in line with curriculum expectations but below national and international benchmark levels. Overall it was acceptable. Although standards were variable, by the end of Grade 7 students met expected curriculum standards. Students' scientific knowledge was developing with the majority of students able to recall scientific facts and use, with greater confidence, appropriate scientific vocabulary. The majority knew about scientific instruments, tools and procedures. However students' scientific enquiry and investigative work alongside their experience of practical and development of their laboratory skills was limited. Students were given too little opportunity to experience practical scientific investigations, problem solving or enquiry.

	KG	Primary	Middle
Learning skills	Acceptable	Acceptable	Acceptable

- All groups of students demonstrated a positive approach toward their learning. In a minority of classes they were given opportunities to work independently and take responsibility for their own learning.
- Students communicated their learning clearly. Within lessons they interacted socially and collaboratively with their peers. Most listened carefully to the views of others but only a majority were able to analyse these views and respond thoughtfully. Students were beginning to express and articulate their knowledge, about their observations about Dubai and the UAE culture and society, with partner schools in India and the United States.
- A majority of students were beginning to make connections between the various strands of their learning. In KG the use of themes helped children connect everyday contexts, such as transport with mathematical ideas which helped to secure their knowledge of the world. Themes used in the primary phase helped link pertinent literacy skills and vocabulary development to the development of numeracy and scientific skills.
- Students were well able to find out things for themselves when given the opportunity. This was an increasingly common feature of KG classrooms. However further up the school there were too few opportunities for students to develop and nurture independence. Opportunities for students to find out for themselves through exploration, allowing for creativity and reflection were limited. While technology was visible in some classrooms, its use by students in research-based activities was seldom observed. This restricted students' development of critical thinking skills. Very little evidence of innovation was observed in almost all lessons, apart from the timetabled innovation classes.

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

	KG	Primary	Middle
Personal development	Acceptable	Acceptable	Acceptable

- Students across all phases displayed positive attitudes and spoke highly about their schooling and learning experiences. Students were mostly engaged in their lessons and were open to feedback on how to improve. Students were confident to present and share their work when given the opportunity by teachers. For example two Grade 6 boys led the learning in their class using a Power point presentation they had created.
- Students' behaviour throughout the school was usually polite and respectful, particularly so when well managed by staff. Students generally moved sensibly during transition times and almost always conducted themselves in school and lessons with self-control and self-discipline.
- Events such as an anti-bullying awareness week helped students understand the impact and effect of bullying. Students designed posters with slogans such as 'Be a buddy not a bully'. Relationships between students and staff were positive and courteous. This contributed to effective learning in lessons and assisted in creating a positive and productive school environment.
- Most students understood the importance of healthy living and making healthy eating choices. Teachers regularly monitored what students brought to school and provided information to parents on healthy options. Students across all phases had opportunities to take part in regular physical exercise including yoga and karate.
- Students' attendance and punctuality was a concern. Overall attendance was below expectations and learning in lessons was disrupted by a few students arriving late to class. Both aspects had adverse impact on attainment levels.

	KG	Primary	Middle
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Acceptable	Acceptable

- Children in KG took the initiative with Islamic greetings and listened with great respect to the UAE national anthem when it was played each day. Young children demonstrated clear Islamic values such as kindness and friendliness. In primary and middle phases students demonstrated a basic level of understanding of Islamic values. They had a secure understanding of the relevance and impact of these values on everyday life in Dubai.
- In the primary and middle phases, students had a basic knowledge of the heritage and culture that underpin and influence contemporary life in the UAE. They participated in a few cultural activities. Middle phase students could talk in general about features and traditions of UAE such as the rulers, the dress, the games and the food.
- Across all phases, students knew about their own culture and celebrated it periodically. They had difficulty connecting ideas about their own culture to those of other world cultures.

	KG	Primary	Middle
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

- Students understood their responsibilities as members of the school community. Some took on leadership roles within the school. For example, some monitored student lunches for healthy eating. Some acted as volunteers, helping to organise events such as the Spring Fete. Students donated proceeds to charity thus benefitting the school and its wider community.
- Students showed a positive work ethic. They sometimes took the initiative and made independent decisions. There was an increasing level of encouragement from school leaders for students to take responsibility for school events. Through the encouragement to be readers and activities such as role play, students' literacy skills were enhanced. Follow up at home on practical science activities enabled students to improve their scientific investigative skills.
- Students cared for their school environment and sometimes investigated and discussed ways to improve it. They supported schemes, such as recycling that contributed to sustainability and conservation locally and in the wider world. Students understood the importance of environmental sustainability. They participated in events such as Earth Day, World Environmental Day and Ozone Day to increase environmental awareness.

3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- In most subjects, teachers had secure subject knowledge. However, their knowledge of how students learn their subjects was much less secure. In the majority of lessons teachers focused on imparting knowledge at the expense of the development of skills and understanding.
- The quality of lesson planning was variable. Learning objectives of almost all lessons were shared with students. However, many were badly constructed or were pitched at levels well beyond students' levels of comprehension. Lesson planning did not consider the needs of different groups of students well enough. As a consequence the different levels of students' learning were not catered for. The pace of lessons was often slow, therefore restricting student progress. Too often, particularly in mathematics, teachers did not make use of learning resources. Many lessons finished without an effective check on what had been learned. This restricted the review of students' own learning levels.
- Most teachers had successful working relationships with their students. However, the extensive use of closed questions limited students' ability and the development of independent thinking. There were too few opportunities for whole class discussion.
- The work provided by teachers did not always challenge all groups of students, including those of high ability. However in some KG classes learning activities enabled some groups of children to experience success through independent, discovery learning. In many lessons throughout all phases, insufficient progress was made because the work lacked challenge and teachers' expectations were too low. Too often different groups of students had little opportunity to think for themselves or develop their ideas independently.

- Opportunities for the promotion of students' critical thinking skills were limited. The school's vision included the development of '21st Century learning skills' and higher order thinking. However across all phases for most teachers, the understanding of what teaching techniques were required to secure the development of these skills was not pronounced.
- Teaching for effective learning in Arabic as an additional language was weak across all grades. A large minority of teachers had inadequate knowledge of their subjects. In the Primary phase, teachers lacked an understanding of how young children learn. Whilst most lessons were planned according to the school's generic framework, expectations in too many lessons were not sufficiently enough. In most lessons, there were limited opportunities for students to think critically and independently. The level of challenge for more able learners and support for those who needed additional help, were not appropriate or adequate.

	KG	Primary	Middle
Assessment	Acceptable	Acceptable	Acceptable

- The school did not have an overarching school-wide assessment policy to guide its assessment processes and practices. This had led to inconsistencies in assessment approaches.
- In the KG, children's learning and development was assessed regularly by teachers. The best teachers observed and listened to children as they acted and interacted in their formal lessons and during their play. Teachers recorded and described what children could do and a few teachers could identify the developmental pathways for each child. Across primary and middle phases, students were assessed across almost all subjects at the end of each unit. Students in Grades 3 to 6 were assessed in English, mathematics and science using the IBT. However their internal school marks were not aligned to international standards. Teachers in these phases were neither consistent nor secure in their formative assessment practices, though summative assessments were gathered.
- The school's recording of assessment data helped identify a variety of trends. However teachers' analysis of data was not secure. Consequently, information about the progress of individuals and groups of students was underdeveloped. For most teachers, the link between analysis of data and improving students' learning was not established well enough.
- The curriculum was not adjusted adequately as a result of the school's cursory analysis of its assessment data. The school had considered the strengths and areas for development as a result of its students' IBT test results and had made some minor curricular adjustments as a result. Included was a greater emphasis on students' vocabulary development. However it had not reviewed and addressed the imbalance of teachers' emphasis on knowledge acquisition, at the expense of students' skill development and understanding.
- Teachers' evaluated the progress of their students regularly. They had a developing knowledge of students' strengths and weaknesses. Some teachers set appropriate learning targets. This supported their knowledge of individual student's progress over time. Targeted feedback and challenge, particularly of the most able students, was not evident in the marking of students' work. Marking of work samples had few comments to help each student understand how their work could be improved. Students did not self-assess or assess the work of peers.

4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- In the KG the curriculum had a clear rationale and included the shared values of the school. It was based on a mix of various curricula such as Piaget, Vygotsky, Froebel, Maria Montessori and the EYFS with elements of CBSEI for KG 2 .However, it was not fully aligned to the overall schools aims. It was generally broad, however there was an over emphasis on the development of knowledge, rather than a balance between the acquisition of knowledge and understanding through skills development.
- In the primary and middle curriculum, as in KG, it was broad but not balanced. It lacked opportunities for the development of critical thinking, problem solving and investigations. The school appropriately followed the CBSEI and parts of the Cambridge curriculum from Grade 1 to Grade 4 and the CBSE curriculum and parts of Cambridge curriculum from Grade 5 to Grade 7.
- The horizontal and vertical mapping of the curriculum was not effective. Students were not well prepared for the next stages of their education. Parents commented on the gap in their child's preparation to enter primary phase from KG. New students transitioning into the school, found Arabic as an additional language difficult to understand.
- The school's curriculum included a range of curricular and co-curricular activities, for example music, yoga, innovation, karate and physical education as well as Hindi and French. Each year the school followed the United Nations theme for that year, with this year's theme being 'Light'. Most activities from Grades1 to 7 were based on that theme and its correlation to subjects.
- In a minority of classes students were given opportunities to make useful connections to promote greater coherence in the curriculum often with an emphasis on social and emotional development using the United Nations theme.
- The KG curriculum was regularly reviewed once every term. The director, principal and phase heads had input. The aim was to provide all children with the opportunities for academic and personal development including the SEND students. A most recent addition to the curriculum was the development of children's observation skills to develop their critical thinking. The curriculum was reviewed in higher phases but suggested adaptations were not always implemented. Recently the curriculum was reviewed to ensure appropriate National Agenda expectations had been added.
- UAE social studies was developing throughout the school and was established as a part of the curriculum most securely in the middle phase.

	KG	Primary	Middle
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Curriculum modifications, formulated by SEND staff were shared with teachers. In most lessons, opportunities for modification and personalisation were missed. Students followed an unmodified curriculum which they had difficulty accessing. Many students in primary and middle phases were new to the school and new to Arabic as an additional language. The curriculum was not adjusted enough to meet students' lack of prior experience and learning.

- The school was well aware of its place in its community and some opportunities were provided to diversify, enrich and generalise learning through links with business and other schools. Most of the activities were effectively organised and directed by staff. Innovation was attempted in lessons but the conceptual values of widening and deepening students' thinking into unexplored areas was not widely understood by teachers.
- The school celebrated and valued its links to Emirati culture and traditions. There were many excellent displays and activities. Across all phases, the school encouraged students to learn about Emirati heritage and its importance in UAE society. Students demonstrated an enthusiasm for living in the UAE and the opportunities it presented for their families.
- Arabic was not studied as a separate subject in KG.

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

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

- The school had effective policies and procedures for the safeguarding of students including child protection. Most staff, students and many parents were aware of these. Students showed care and concern for one another by supporting children with health issues and learning needs. The school was effective in protecting students from all forms of abuse, including bullying and via the internet and social media.
- The school provided a safe, hygienic, attractive, secure and welcoming environment for students and staff. Safety checks were regular and thorough. Supervision of students was very effective, including on school transport. Security was well provided to ensure maximum safety.
- Maintenance of school buildings and equipment was very good. Monitoring and evaluation of the school premises by staff responsible for health and safety was regularly conducted and the resulting works for improvement were promptly carried out. Accurate and secure records were maintained, including records of incidents and subsequent actions. Incidents were dealt with effectively when they occurred.
- The premises and facilities provided a safe and inclusive physical environment which met the needs of all. Provision of specially constructed lifts to assist the movement of the few disabled students was very effective. The inclusion of a variety of group areas in the school contributed to the provision of an inclusive physical environment capable of meeting the learning needs of all students.
- The school's promotion of safe and healthy living was systematically built into most aspects of school life. School clinic staff provided appropriate training to promote healthy living. The school health club, in collaboration with the school clinic, regularly conducted activities to promote healthy habits and better hygiene. Healthy eating habits were encouraged throughout the school particularly by the student council.

	KG	Primary	Middle
Care and support	Acceptable	Acceptable	Acceptable

- Staff relationships with students were cordial and students trusted staff to respond appropriately and promptly to their problems and anxieties. Classroom behaviour, was generally well managed. The school had adequate systems in place in the KG and middle phases, but better systems were required in the primary phase where occasional lapses in student behaviour inhibited the learning of others.
- Parents and students were committed to improving learning and valued the school. However attendance rates were relatively low compared to other schools of this type. The school collected and analysed data around attendance well and had systems to ensure that students who were able to attend actually did so.
- A small but significant number of students were habitually late for the start of their first lesson. A lack of punctuality and low attendance impacted negatively on learning and progress.
- Students with SEND were identified quickly and accurately by information collected from school testing, parental information and previous assessments. Students who were gifted and talented academically, creatively and in physical activities were also accurately identified.
- Students' individual education plans were comprehensive and contained useful information for teachers on curriculum targets and teaching strategies. Techniques to challenge gifted and talented students and maximise their positive contribution around the school were scarce. Tasks often remained unadapted, even for others with the most severe needs. There were exceptions to this; for instance a teacher was routinely using signing and visual prompts for a child whose language skills were under-developed.
- Vulnerable students' welfare was monitored thoroughly, and parents were routinely informed of issues that arose. Comprehensive and up-to-date records of the welfare of students were kept and acted upon. Initiatives such as anti-bullying week stimulated debate and provided opportunities for students to discuss personal worries.

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

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

Acceptable

- The school was ambitious in its policy to include all children and to ensure that students with SEND maximised their progress. The SEND leaders had developed processes which carefully monitored the welfare and summative progress of students who were vulnerable of falling further behind or becoming socially isolated. Staffing was allocated to support students and allow full access to all areas of the school, even for those who were severely physically disabled.
- For most students, identification process were effective and detailed, taking information from an appropriate range of sources including parents. Students with the most severe or complex needs required external support in identification and diagnosis. However, this was not consistently provided, resulting in a lack of opportunity for personalised planning and research into best practice.
- Parents were routinely and consistently informed and involved in the development of the school's planning to meet personal needs. The pastoral support given to parents was valued enormously, with parents displaying support and loyalty to a school which was clearly meeting their aspirations.

- Resources were not sufficiently personalised in most lessons, which meant that learning needs and the curriculum were not well matched. Students with SEND were too often passive observers, or engaged or occupied in activities which did not result in real learning of the lesson objectives.
- Most students with SEND had a positive approach to their work and their lessons. They liked to collaborate with their peers, but along with them, they were given too few opportunities to comment on their own learning and limited guidance about moving to the next level of learning. Marking was largely up to date but did not sufficiently help students with SEND to prepare for further learning, often resulting in the student's own learning ambition being untapped and progress impaired.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The school had a vision of creating and nurturing a transformational learning culture. It was supported by a lofty series of goals. These were based on students' engagement, exploration, explanation, elaboration and evaluation, in conjunction with the '21st Century skills' of communication, creativity, critical thinking and collaboration and were displayed and publicised.
- Goals were only just beginning to be embedded into the generally efficient day-to-day operations of the school. Leaders therefore had not yet set a sufficiently clear pathway for the staff and students to ensure more consistent learning outcomes in the practices across classrooms.
- The school had a pool of senior leaders who brought enthusiasm and commitment. Strategies, designed to enhance learning opportunities for students and drive the school forward were not entirely effective. Leaders at all levels required additional training to understand the requirements of a 'good' school, in the Dubai context, to effectively support the necessary changes.
- Strong relationships and communication channels were developing. A harmonious atmosphere pervaded the school. The leadership team were endeavoring to formulate appropriate strategies to ensure that staff focused on improved teaching. Workshops and a range of professional development opportunities had been provided, but were not necessarily effective. Staff teams worked collegially, exhibiting commitment. While senior leaders willingly shared their knowledge, not all leaders had developed consistently implemented good pedagogy.
- The school's senior leaders, including the directors, generally exhibited the necessary capacity to devise appropriate strategies to secure sustained improvements. However, not all had sufficient experience to ensure that the diverse goals of the school were being met. More targeted improvements were required to ensure the necessary improvement in students' learning.
- Leaders had actively sought strategies and methods to develop best practice. They had been supported by consultants, professional development providers and visits to other schools. They had shown a commitment to the UAE National Agenda priorities and had actively endorsed the use of international benchmark testing to better understand their students' levels of attainment. The principal and school leaders had some success in improving a number of aspects of the school. These included a small number of improvements in classroom practice, especially in the early years.

School self-evaluation and improvement planning	Acceptable
- The processes to effectively develop the school self-evaluation form for improvement planning were developing. The school had systems to monitor and evaluate students learning outcomes and the quality of teaching within the school. The effectiveness of leadership, governance, resourcing and compliance measures were evaluated. The views of stakeholders, including parents, were sought through a range of surveys. The school had accurately assessed most of its key performance indicators. - Teachers were regularly observed and the quality of their teaching practice was evaluated against a comprehensive range of skills and aptitudes. While overall ratings were promptly provided, opportunities to supply each teacher with a rich array of improvement strategies were missed. Leaders had yet to identify patterns in school-wide teaching weaknesses. They had not attempted to differentiate or personalise their staff's professional development programmes. - The school's improvement planning consisted of a school-wide master, supplemented with phase specific plans. These documents provided a sound foundation for future school development. However, not all were populated with measurable outcomes to support future evaluation. - There had been a broad range of improvement initiatives undertaken over recent months. Improved school professional development, a range of new policies and procedures, a focus on UAE National Agenda items and the input of consultants had all enhanced opportunities for improved learning by students. The key area of teaching for effective learning still required considerable effort to achieve the required consistency of 'good' practice across all phases.	

Partnerships with parents and the community	Acceptable
- The school has actively attempted to involve parents in their child's learning. Parents were encouraged to participate in the parent teacher association with the chair being seconded recently onto the governing board. Parents felt comfortable when attending school. The school formally surveyed its parents to elicit their views, and held regular coffee mornings where issues of concern were raised. The school was proactive in addressing concerns. - Parents were interested in their child's development and were keen to support their learning. However parents of children in KG did not always have access to their child's teacher on a daily basis. - Reporting systems were regular. Parents felt that they were provided with sufficient information about their child's achievements. However, a number commented about the lack of information about their child's next steps in learning in school reports. - Links with the local community were not a strong feature of the school. There were increasingly more opportunities for students to venture beyond the school walls, including more planned trips to museums zoos and other places of interest that supported student learning.	

Governance	Weak
- The board of governors was in the process of being re-established. Its most recent composition was limited to owners and school staff. The board did not meet regularly. These aspects limited its overall effectiveness. However, governors did seek input from parents about the operation of the school. The owners and senior school leaders were developing an awareness of their roles and responsibilities and their delegations. - The board of governors had a cursory working knowledge of the day-to-day management of the school. It was kept informed of the school leaders' initiatives to improve students' learning by the principal. The board had improved some resources and external support within the school. However the issue of poor staff retention had yet to be addressed. The school's leaders were not effectively held to account for the low levels of performance of academic outcomes. The achievement of students across all phases, while generally acceptable, remained below their international peers. - The board of governors was not supporting the school effectively to ensure that it met its commitment to parents. It was yet to be sufficiently active in shaping the school's further development. It had ensured statutory requirements were met, but needed to be more proactive in ensuring that resources, including those of technology and staffing, were provided.	

Management, staffing, facilities and resources	Acceptable
- The day-to-day management of the school was efficient. Teachers and students knew the school routines well. Student assemblies were effectively organised and exhibited high student involvement. However, important learning time was lost due to some persistent lateness by students. - Many of the school's teachers were new to Dubai. The school had experienced rapid staff turnover. Too many teachers, across all phases lacked experience and understanding of the learning needs of young children and students. There were significant gaps in their skill sets, and understanding of appropriate curricular expectations. The recently appointed special educational needs coordinator had a significant impact on the identification, support and communication with parents about the identified SEND students. - The premises and facilities provided a safe, stimulating learning environment. They were suited to supporting curricular and extra-curricular activities. Specialist rooms such as science and computer laboratories, and art, music and mathematics areas were available. The well designed passageways and recently installed lifts ensured that all students, including those with a physical disability had easy access to facilities. Maintenance of the accommodation was managed well and the furniture was of a high quality. - Resources for learning were generally sufficient to meet the learning needs of students. Students had access to learning technology in formal computing classes and most classes had manipulatives and appropriate reading materials to support literacy programmes. However, there were insufficient computers available in the classrooms or in the library to support students' investigations, projects or problem solving activities. Literacy and research programmes were well supported due to the ample fictional and non-fictional library resources.	

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	179
	2014-2015	0
Teachers 	44	
Students 	0	

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

- A large majority of parents responded to the survey. Almost all teachers also responded, however no students was eligible to complete a survey, because the minimum Grade for completion is Grade 10.
- Most parents that responded were happy with the quality of education available to their child. Most agreed that their child made at least good progress in English, mathematics and science. They were similarly positive about their child's development of learning skills.
- Most parents felt that their child enjoyed school, and was safe while at the school and on the school buses.
- Most parents felt that the school was well led and the school listened to and acted upon their views. Most agreed that their child's academic report and parents' meetings with teachers kept them well informed of their child's progress.
- Most teachers were positive about all aspects of the schools operations. They were proud of the schools safe and caring learning environment.

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