

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

Inspection Report 2018-2019

**Sabari Indian School
LLC**

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
Indian

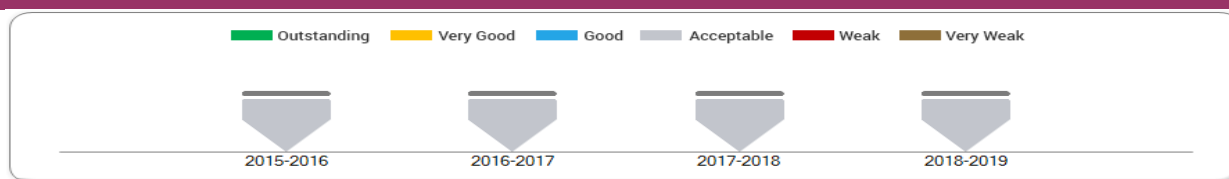


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School Information

General Information	 Location	Al Wuheida
	 Opening year of School	2013
	 Website	www.sisdubai.com
	 Telephone	00971-4-2505806
	 Principal	Ms. Latha Venkateswar
	 Principal - Date appointed	11/1/2016
	 Language of Instruction	English
	 Inspection Dates:	15 to 17 October 2018
Students	 Gender of students	Boys and girls
	 Age range	4-13
	 Grades or year groups	KG 1-Grade 9
	 Number of students on roll	440
	 Number of Emirati students	1
	 Number of students of determination	60
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	38
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	4
	 Teacher-student ratio	1:9
	 Number of guidance counsellors	2
	 Teacher turnover	46%
Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	Indian
	 External Tests and Examinations	CBSE
	 Accreditation	none
	 National Agenda Benchmark Tests	Asset

School Journey for Sabari Indian School LLC


Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Attainment in most subjects and phases is in line with curriculum standards, apart from Arabic as an additional language, where attainment remains weak. In Kindergarten (KG) and the middle phase, children and students make good progress in mathematics and science. Children also make good progress in English in KG. Learning skills are good in KG, where children are keen to investigate. Learning skills remain acceptable in other phases.
- Students behave well, attend school regularly and arrive on time. They demonstrate a clear understanding of Islamic values. Students have a good knowledge of their own culture, but knowledge of different world cultures is basic. They have a positive work ethic and happily join in school activities, but rarely take the lead or suggest innovative ideas of their own.

Provision for learners

- Teachers use effective questioning and assessment in KG, when they work with small groups of children. However, this quality of teaching and assessment is not consistent in whole class situations or in other phases of the school. Teachers prepare detailed lesson plans but do not fully implement them. The quality of feedback to students has improved.
- The KG curriculum is well-designed and has effective coverage of knowledge, skills and understanding. In other phases, the acquisition of knowledge and the development of skills are not well balanced. Curriculum choice is narrow, especially in the secondary phase. The school has adapted the curriculum to meet national priorities, but the adaptations are not yet fully successful in meeting the individual needs of students.
- Procedures to ensure the health and safety of students and staff are a strength of the school. They are operated methodically and effectively. Students are well cared for, but systems to modify work and provide appropriate support are not implemented well enough to bring about accelerated progress.

Leadership and management

- The governing board provides strong support for and investment in the school's vision of inclusive education for all. The capacity of senior and middle leaders to take forward school improvement has shown some improvement. Too little account has been taken of the impact of student and staff turnover when evaluating the effectiveness of the school. Staff turnover hinders rapid school improvement.

What the School does Best:

- The good progress made by children in KG in English, mathematics and science
- Students' positive attitudes to work, their good behaviour and levels of attendance
- Students' knowledge and understanding of Islamic values
- The very good processes to ensure the health and safety of students and staff
- The well-developed partnerships and communication with parents.

Key Recommendations:

- Raise standards of attainment in all subjects and phases by:
 - making consistent and effective use of targeted questions together with ongoing observations of students' work
 - making effective use of all assessment information to provide tasks which increase students' knowledge, understanding and skills
 - providing meaningful opportunities for students to develop the skills of research, critical thinking, investigation and problem solving.
- Increase the rate of progress in Arabic to be at least good in all phases by:
 - improving the effectiveness of leadership in Arabic
 - providing students with regular opportunities to practice their speaking, reading and writing skills
 - increasing teachers' knowledge of MOE curriculum standards, and using this knowledge to set high expectations for students.
- Improve provision for students of determination by:
 - carefully assessing students' severe and multiple special educational needs in order to assure their academic, personal and future development
 - providing teachers and support staff with high-quality training which focuses on the findings of risk assessments
 - providing a learning environment tailored to students' specific needs.
- Improve the effectiveness and use of school self-evaluation by:
 - taking into account the circumstances of the school when analysing data and setting key priorities for improvement.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



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

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

Registration requirements

The school meets the registration requirements for the National Agenda Parameter.

School's Progression In International Assessments

meets expectations.

- The overall progression judgement in international assessments is good. International assessment data shows improvement in the students' overall scores in ASSET 2018 science results, a drop in the attainment judgement in English to good and the school maintained very good attainment results in Mathematics. CAT4 scores reflect only small cohorts of students attain Stanine 5 and above in the upper Primary and Middle phases, in particular. When the outcomes are seen against CAT4 measured potential, the achievement gap is very positive.

Impact Of Leadership

is approaching expectations.

- The school leadership is committed to the National Agenda. The action plan prioritises the need for improved student achievements through data analysis and target setting. The school analyses data between CAT4, internal assessment and external benchmarks. However, the impact of assessment information on validating internal assessment data, identifying strengths and weaknesses in teaching and the curriculum needs further development.

Impact Of Learning

is below expectations.

- The use of questioning to probe and deepen learning is an area that requires further development. In addition, higher-level thinking and reasoning skills are not yet incorporated effectively into lessons, despite students' increasing use of technology and the opportunities for research that are beginning to emerge.

Overall, the school's progression to achieve the UAE National Agenda targets is Approaching Expectations.

For Development:

- Accurately compare results in national agenda benchmark assessments with students' scores in the cognitive abilities tests to verify whether their achievement is a true reflection of their measured potential.
- Make full use of assessment information to improve the tracking of students' progress.
- Develop students' critical thinking skills and improve the use of classroom technology to support the development of critical thinking and research skills.

Reading Across the Curriculum

- Students' motivation to read is improving with the introduction of online reading programmes, but the skills of reading for a purpose are slower to develop.
- Younger students learn phonic skills systematically but lack confidence in using them to decode unfamiliar texts. Older students understand reading strategies but do not transfer their skills to all subjects.
- The use of the library is limited. It does not promote student's lifelong enjoyment of reading nor encourage strategies to develop reading across the curriculum.
- Leaders recognise the importance of reading through their investment in online reading resources which promote links between school and home. Curriculum improvements are in place, though yet to have full effect.

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

For Development:

- Ensure that recent improvements in curriculum and resources have a full impact on the development of students' reading skills in all subjects, and that effective use of the library plays a key role in promoting students' lifelong enjoyment of reading.

UAE Social Studies

- UAE social studies is planned as an integrated section within the school curriculum. Teachers use appropriate resources. Implementation of the curriculum plans is inconsistent in the primary and middle phases.
- Learners show adequate levels of independence, collaboration and interaction. They make few connections between areas of learning and only explore new concepts when supported by adults.
- Recent work samples, e-portfolios and internal assessment data indicate attainment in line with curriculum standards.
- Students make expected progress in relation to individual starting points.

The school's implementation of the UAE social studies programme is Approaching Expectations.

Innovation

- Opportunities for students to demonstrate imagination and to be creative are missed in the limited provision in music, dance and art. A minority of students extends research skills through the virtual learning environment while off campus.
- Science, technology, engineering, art and mathematics (STEAM) lessons, where students are creating methods to rid the oceans of plastic, provide the opportunity to think about and develop social responsibility.
- Teachers effectively communicate students' attainment and learning with parents. The use of technology in lessons at times hinders the development of writing in English and Arabic.
- The curriculum is adapted to promote innovation in some subject areas. The use of electronic tablets is increasing student engagement with what is being taught.
- Leaders have taken action to enhance the climate for innovation. Teachers are encouraged to undertake action research and to make innovative use of technology.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students' knowledge, skills and understanding vary between phases. In the middle phase, students understanding of Islamic concepts, beliefs and values is strong. In the primary phase, students demonstrate strengths in memorisation and recitation skills.
- Most students have a clear knowledge of the key principles of faith and worship in Islam in line with curriculum standards. However, only a minority demonstrates sufficient knowledge of how to apply Islamic values to real life.
- Students' knowledge of Seerah is improving, but their understanding, memorisation and recitation of the Holy Qur'an are less developed compared with other Islamic education skills.

For Development:

- Develop students' ability to link what they learn to real life situations.
- Develop students' understanding and practise their memorisation and recitation of the Holy Qur'an.

Arabic as an Additional Language

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

- Students make faster progress in the primary phase, especially in the development of their listening skills. This rate of progress is not, however, fast enough to raise attainment from low starting points.
- The listening skills of the majority of students are in line with expectations. Speaking, reading and writing are weaker due to the lack of opportunities to practise. Most students are able to read familiar phrases, but with limited comprehension.
- In the primary phase, small improvements are evident in students' ability to understand what they hear. They lack confidence in the use of Arabic both to speak and write, and too readily revert to speaking English in lessons.

For Development:

- Increase the rate of student progress in the middle and secondary phases.
- Provide regular challenging opportunities for students to practise their independent speaking and writing skills at appropriate MOE curriculum levels.
- Use effective questioning in lessons to develop students' understanding of what they read.

English

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

- Children in KG make good progress from their starting points, particularly in speaking. In other phases, although students continue to make good progress in their speaking skills, progress in the development of reading and writing independently is slower.
- Reading is a focus across the school, but students' under-developed decoding strategies limit the use of books to extend vocabulary. This restricts the quantity and quality of extended writing.
- A focus on reading through the use of digital reading programmes is improving the engagement of reluctant readers, particularly boys. This focus has yet to result in improved motivation among students to read. The extensive use of electronic tablets hinders basic writing skills and creativity.

For Development:

- Promote enjoyment of reading through the use of traditional published books as well as digital reading programmes.
- Develop extended writing skills particularly in the middle and secondary phases.

Mathematics

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

- Children in KG and students in the middle phase make faster progress than in the other phases. In all phases, students make stronger progress in the acquisition of knowledge than in the conceptual understanding of mathematics.
- Children in KG make rapid progress in their understanding of number and mathematical vocabulary. In the primary phase, students have good levels of numerical competence, but limited mental strategies. In middle and secondary phases, the acquisition of mathematical knowledge and procedural fluency is stronger than the development of reasoning skills.
- The mathematics programme lacks coherence and balance. As a result, students are restricted in the development of aspects such as geometry and measurement. Gaps in their understanding impede progress. Problem-solving and reasoning skills are underdeveloped, limiting the opportunities for students to attain at higher levels.

For Development:

- Ensure that gaps in knowledge and mathematical skills are addressed to enable students to attain at appropriate international levels.
- Enable all groups of students to develop mathematical reasoning and problem-solving skills, and provide frequent opportunities for them to think independently.

Science

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

- In each phase, students develop age-appropriate knowledge of scientific facts. In KG, children are beginning to develop early investigation skills, but these skills are not consistently developed in other phases. Too often teachers emphasise the learning of facts at the expense of open-ended scientific enquiries and investigations.
- Children develop suitable observation skills in KG when learning about plants and animals. Older students conduct simple experiments and draw conclusions from their results, but they do not have a deep understanding or the ability to apply a full range of scientific principles.
- Progress is now better in KG as the improved organisation of learning in the classroom enables small group teaching, which helps children to consolidate and reflect on their learning.

For Development:

- Provide regular challenging opportunities for students to apply their scientific knowledge and deepen their understanding of scientific principles.
- Place greater emphasis on enquiry and independent investigations to build scientific skills.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable	Acceptable	Acceptable

- Almost all children in the KG phase, are keen to learn, however this is not always the case in higher phases. In KG, most children are making good progress in the development of independent learning skills. In other phases, only a minority of students works independently or takes responsibility for meeting individual learning targets.
- In the lower phases, students are learning to work together. When they reach the secondary phase, they can collaborate well. Most students have not yet developed enquiry, critical thinking, problem-solving or innovation skills to the level they need.
- The school is striving to improve enquiry-based learning. However, there has been little improvement partly due to the significant turnover of teachers and students.

For Development:

- Build on the good progress made in KG in developing independent learning skills.
- Spread good practice in using effective questioning techniques to develop critical thinking, problem solving and innovation.

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

	KG	Primary	Middle	Secondary
Personal development	Good	Good	Good	Good

- The majority of students brings positive attitudes to learning. They enjoy contributing to discussions and activities. They are energetic and enthusiastic and generally have good relationships with one another and with their teachers. They do not always display skills of self-reliance or independence in improving their work.
- A few students raised concerns about bullying. Despite this, they say that they are happy in school. Behaviour is generally good. The school is a happy and inclusive community.
- Students have developed a strong understanding of the importance of healthy lifestyles through the introduction of a number of health-promoting strategies. Attendance rates are good. Punctuality has improved since the last inspection.

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

- Students in all phases demonstrate a clear understanding of Islamic values. Older students understand and can discuss the positive impact that Islamic beliefs have on life in Dubai.
- Students are able to provide examples of how they appreciate the friendship, fairness, and respect promoted by Islam. They have a clear understanding of the traditions and culture of the UAE, including sporting activities, local food and traditional clothes.
- Students have a strong understanding of their own culture. Their knowledge of differences in other cultures around the world, and the impact of these differences on the UAE and other Arab countries, is not as strong as has been noted previously.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Although older students are generally aware of their responsibilities in caring for their classrooms and the school environment, they do not consistently translate this awareness into action. KG children rarely take responsibility for tidying away resources in the activity area.
- Students understand environmental issues and take part in the promotion of sustainability by planting seeds and plants, by recycling and by celebrating environmental days. These events are planned by adults. Students rarely take the initiative in suggesting innovative solutions to environmental problems.
- Students readily contribute to fund-raising activities arranged by the school. Little improvement is evident in the development of their leadership or entrepreneurial skills.

For Development:

- Provide more opportunities for students to develop leadership roles both in the school and in the wider community.
- Build students' confidence in order to develop their skills of innovation, creativity and entrepreneurship.

3. Teaching and assessment

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

- Most KG teachers are skilled at asking questions when teaching small groups of children. In other phases, questioning does not adequately develop students' understanding or help them to apply their knowledge to new or real-world situations.
- Most teachers plan lessons well. They set out clear objectives, relevant activities and include information on students' different attainments and potential. However, they do not always fully implement these plans, especially in Primary and Middle. As a result, not all students' learning needs are met.
- The school is making extensive use of technology to improve students' learning, and is developing a more enquiry-based approach. Teachers do not yet develop students' enquiry, critical thinking, innovation or problem-solving skills consistently or systematically.

	KG	Primary	Middle	Secondary
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- In KG, teachers carry out observations of children's learning and most use this information to intervene and advance learning. This practice is not consistently used in other phases.
- Comprehensive analyses of tests provide the school with a wide range of data. Teachers use this assessment information when planning lessons. The impact in meeting the full range of students' learning needs is lost when planning is not implemented well. Teachers do not give consideration to discrepancies between internal and external measures.
- Teachers have improved the quality of oral and written feedback to help students to understand their next steps for improvement. When students act on the feedback, there is some improvement in their progress.

For Development:

- Improve teachers' strategies for assessing students' learning and for using this information to maintain an appropriate level of challenge and support for individuals and groups of students.
- Ensure that the school analysis of data provides teachers with valid information which they can use in target setting for individual students.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Acceptable ↓	Acceptable ↓	Weak

- The school is successful in implementing the KG curriculum, which integrates the requirements of the pre-primary CBSE curriculum with the best practice of the Early Years curriculum of England. In the secondary phase, curriculum design and implementation does not achieve an appropriate balance of activities to support progression.
- A narrow range of curricular choices, and limited cross-curricular planning, do not allow students to follow their interests and aspirations, or to be able to transfer and further develop their skills from one subject to another.
- The school regularly reviews the curriculum. Changes have been made to fill gaps and better prepare students for international tests. The introduction of STEAM projects is beginning to impact positively on students' ability to innovate, hypothesise and draw conclusions.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- In KG, the curriculum is consistently adapted for the different stages of children's development, particularly taking into account the variety in their knowledge of English. In other phases, the curriculum has not been sufficiently adapted to support all students.
- In higher phases, the CBSE curriculum has been enriched and extended to help students to develop their knowledge and understanding of UAE traditions. Field trips and visits to local museums deepen students' understanding of Emirati culture.
- Opportunities for creativity and enterprise are beginning to be improved through the use of a variety of technologies. The range of extra-curricular activities is limited. Opportunities to extend student learning beyond the classroom are missed.
- Arabic as an additional language has been introduced into the KG curriculum, with one forty-minute session per week.

For Development:

- Extend the breadth and balance of the curriculum, particularly in the secondary phase, and adapt it to include a greater focus on cross-curricular links.
- Develop the range of extra-curricular opportunities to allow students to extend their learning beyond the classroom.

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

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

- The school has effective policies and procedures for safeguarding students. All staff are systematically trained in child protection and are aware of the school's procedures. The school has taken steps to reduce bullying, including cyber-bullying.
- The school is safe, clean and very well maintained. School and corporate staff employ effective procedures to ensure that the buildings and grounds are secure, safe and systematically refurbished and improved. School transport arrangements are safe, efficient and very well supervised.
- The school has improved the strategies used to promote healthy living. Students check snacks to ensure that they are healthy. With the full support of parents, medical staff have introduced a successful programme to improve students' health by monitoring their weight and their eyesight.

	KG	Primary	Middle	Secondary
Care and support	Good ↑	Acceptable	Acceptable	Acceptable

- The procedures for the identification of students of determination are systematically applied. Support is rapidly and effectively provided in KG, but is not as consistently effective in other phases.
- Systems to promote positive relationships between students and with staff are in place. Student behaviour is mostly managed effectively. Attendance and punctuality are monitored closely. The modification of work for all students, including students of determination, is acceptable but is not bringing about accelerated progress.
- The school has taken action to provide opportunities for students with gifts and talents to extend their learning, but they are not yet effective. Guidance on transitions between phases for all students is underdeveloped.

For Development:

- Improve the modifications and support in classes for all students so that progress improves.
- Improve transitions between all phases, and provide students with the guidance needed to build on prior learning and to prepare for their next stages of development.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The new inclusion leadership team has reviewed its procedures, systems and work in classes. The champion and governor for inclusion are very committed to making improvements. Appropriate systems to advise teachers and coordinate provision are not yet consistently applied.
- Identification procedures for students of determination are being strengthened and are more accurate. The school makes good use of a range of assessment indicators. Monitoring and review of the effectiveness of the procedures are not yet fully in place.
- Parents feel well informed, are engaged, and receive regular updates on their children's progress. In discussion, they indicate access to helpful and appropriate guidance and support services within the school.
- Modification within classrooms remains inconsistent. The school's individual education plans (IEPs) are appropriately constructed documents which should drive, support, and modify teaching approaches. However, their implementation does not consistently promote the effective use of interventions and therefore progress is not improved.
- The school does not provide compelling evidence of sustained progress. There is a need for adjustments to be made to take account of the varying rates of progress of all students of determination, particularly those with complex needs.

For Development:

- Increase the rigour of monitoring procedures to be certain that the identification, modifications and support in classes are working and that barriers to learning are overcome.
- Extend the continual professional development of staff, with a focus on meeting the variety of students' complex needs.

6. Leadership and management

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

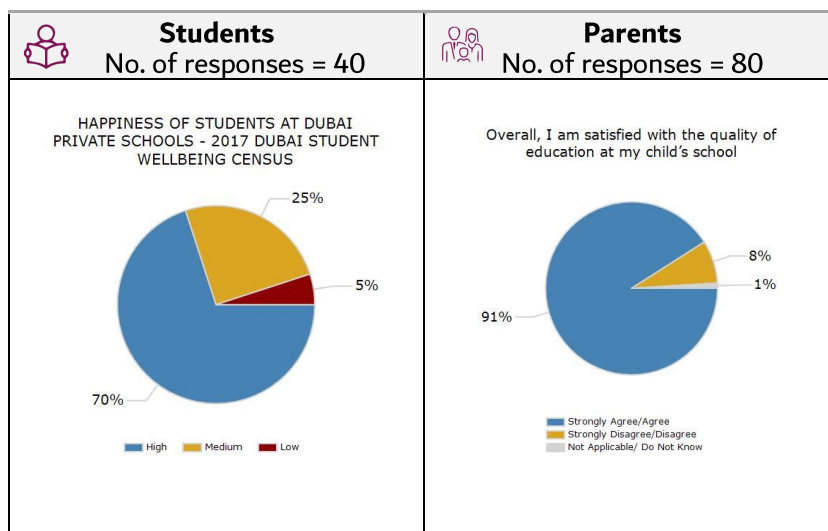
- Leaders' shared vision for school improvement and understanding of what is needed to realise their vision is secure. The school is very inclusive, as is demonstrated in the number of students admitted with complex special educational needs. There is improved expertise among senior and middle leaders, but this is not yet bringing about consistently high-quality teaching, or higher standards of attainment.
- Leaders' understanding of the use of internal and external data in the process of self-evaluation is strong. However, they have not taken into account the high level of student and teacher movement, and consequently have not obtained a realistic view of school effectiveness. Improvement plans are well written, but the actions for improvement are not consistently implemented. The school has made progress in addressing some of the issues from last inspection, but this has yet to impact on student outcomes.
- The school successfully engages parents as partners and regularly seeks their views. Parents are happy with the education, care and information provided. Parents in KG appreciate the daily online annotated pictures of their child's learning. Formal reporting to parents is regular and informative, and includes next steps in learning. The school's links with local, national and international communities are effective in supporting students' awareness and personal development.
- All groups of stakeholders are represented on the board, with an increasing role for parents in strategic decision-making. Board members are extending their knowledge of the school and are increasing systems of accountability. However, their efforts are not sufficient enough to maintain good curriculum provision during expansion. The board is providing strong support, with investment in staffing, to increase the capacity of middle leaders in some but not all subjects.
- The school is managed efficiently. There is an appropriate number of qualified staff, but teacher turnover is high. Continuous professional development is improving the skills of teachers and learning support assistants. Although learning areas are continually being improved, the library environment is not inviting nor does it support a love of reading. Students and adults with mobility issues can access all areas of the school.

For Development:

- Increase the capacity of senior and middle leaders to improve outcomes for students in all subjects, especially in Arabic as an additional language.
- Improve the effectiveness and use of school self-evaluation by taking into account the circumstances of the school when analysing data and setting key priorities for improvement.
- Increase the level of challenge provided by the governing board, particularly in relation to curriculum planning.

The Views of parents and senior students

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



 Students	A large majority of students confirms that they are happy in school. Almost all students are optimistic about their futures and how well they are performing academically. They report that they have a sense of belonging. However, a quarter of those who responded to the survey indicated that they regularly experience verbal bullying.
 Parents	Almost all parents who responded to the survey are wholly positive about the school. They feel that they are listened to and receive good quality information. They are regularly involved in school activities. Parents are keen for the school to make an equal contribution to their children's well-being and academic achievement. They are confident that the school is meeting this aim.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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