

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

Inspection Report 2018-2019

The Indian International School (DSO Branch)

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
CBSE



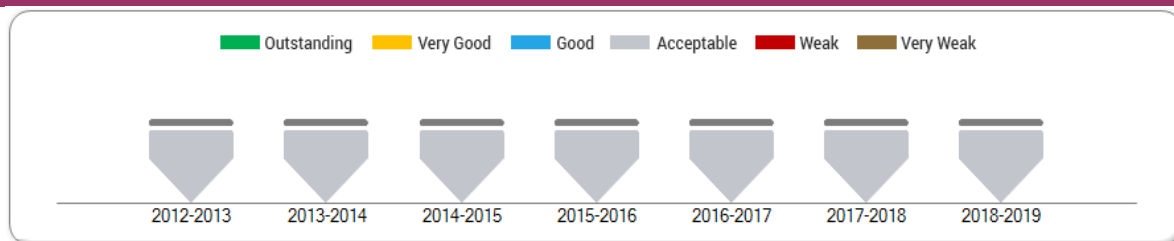
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School Information

General Information	 Location	Dubai Silicon Oasis
	 Opening year of School	2011
	 Website	ihsdxb.info
	 Telephone	00971-4-3423909
	 Principal	Ms. Rebecca Antony
	 Principal - Date appointed	10/1/2018
	 Language of Instruction	English
	 Inspection Dates:	22 to 25 October 2018
Students	 Gender of students	Boys and girls
	 Age range	4-15
	 Grades or year groups	KG 1-Grade 10
	 Number of students on roll	2114
	 Number of Emirati students	0
	 Number of students of determination	195
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	223
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	31
	 Teacher-student ratio	1:9
	 Number of guidance counsellors	6
	 Teacher turnover	13
Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	CBSE
	 External Tests and Examinations	CBSE, ASSET
	 Accreditation	CBSE
	 National Agenda Benchmark Tests	ASSET, CAT4

School Journey for The Indian International School (DSO Branch)



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Children in Kindergarten (KG) progress well with their learning, reaching good levels of attainment in the key subjects. Students continue to make good progress in science throughout the school, with the majority attaining above what is expected. Achievement in external tests and examinations in Middle and Secondary is at a high level.
- Students' personal and social development is a strength of the school. Students consistently show well-judged behaviours and care for their peers. They undertake appropriate social and community responsibilities that have a direct benefit to others. Children in the KG have well developed and age-appropriate understanding of the beliefs and customs of where they live.

Provision for learners

- The quality of teaching and use of assessment in the KG, particularly in the specialist areas, contributes effectively to the children's strong achievements. There are similar teaching strengths in the other phases, but these are less apparent and lack the consistency of the KG phase. The improved use of external data by leaders to modify programmes of learning and provide additional support is a growing feature of the school.
- The curriculum in all four phases is well designed and regularly reviewed to enhance learning opportunities for all students. Modification of the curriculum, using information from regular assessment, is a strength of the KG. Opportunities for enterprise and innovation are growing and are more prevalent in Middle and Secondary. Students in Primary, Middle and Secondary have access to a range of extra-curricular activities and community links.
- The protection, care and support of all students is at a very high level, giving them the security to engage happily in their learning. Premises are clean and hygienic, and all students have clear and accurate ideas about healthy lifestyles. Staff have good relationships with students, and behaviour is well-managed.

Leadership and management

- The new school leadership team has been successful in maintaining performance in a year of challenging change. Teachers have stepped into leadership positions and managed additional workloads effectively. The recent initiatives by the new principal to involve students, parents and teachers in the life of the school are beginning to have impact. The school has moved forward on UAE priorities and is fully compliant with legislation.

What the School does Best:

- Provision for children in the KG successfully promotes high levels of attainment and progress in key areas.
- The teaching of science leads to high attainment levels and good progress in Primary, Middle and Secondary.
- The school provides a very safe and secure learning environment that facilitates academic and social growth.
- High levels of care and guidance result in positive student personal and social development.
- Curriculum design provides a good framework for supporting higher attainment in all phases of the school.

Key Recommendations:

Raise attainment in all subjects by:

- providing a greater focus on academic progress through leaders' monitoring, teachers' reflections and students' increased understanding of their next steps in learning
- improving teachers' use of assessment data to accurately determine baseline lesson starting points for all groups of students
- raising teachers' expectations through explicitly linking learning objectives to the curriculum standards and providing appropriate levels of challenge
- developing and enabling students' learning skills so they can play a greater part in their own learning.

Improve provision for students of determination by:

- developing the leadership structure of SEND so there is clear, well-informed guidance and direction for all members of the team
- accelerating progress by providing teachers with clear identifications of need and effective strategies to support learning.

Governors must support the principal to improve school performance through:

- appointing a sufficient number of high-quality leaders and teachers who are committed to developing learning partnerships with students that extend beyond the walls of the classroom.
- providing effective leadership training and the subsequent monitoring of its impact on leaders' performance.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Good	Acceptable ↓	Acceptable ↓
	Progress	Not applicable	Good	Acceptable ↓	Acceptable ↓
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Weak ↓
	Progress	Not applicable	Good	Acceptable	Acceptable
 English	Attainment	Good	Acceptable	Acceptable	Acceptable +
	Progress	Good	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Good	Acceptable ↓	Good	Good
	Progress	Good	Acceptable	Good	Good
 Science	Attainment	Good	Good ↑	Good	Good
	Progress	Good	Good ↑	Good	Good +
Learning skills		KG	Primary	Middle	Secondary
		Good	Acceptable	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
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, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

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

Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the academic year 2018-2019.

School's Progression in International Assessments

meets expectations

- The school did not have students eligible for the PISA international assessments in 2012 and 2015. The school had students eligible for the TIMSS international assessment in 2015 but not in 2011. The school exceeded its targets for Grade 4 mathematics and science in 2015. The school did not have students eligible for the PIRLS international assessment in 2011. In 2016, it achieved a score of 583 on this indicator. When comparing N.A.P outcomes against CAT4 measured potential, on average, students attain in excess of what is expected.

Impact of Leadership

is approaching expectations

- The leadership team is committed to the vision and goals of the National Agenda. The action plan identifies the steps needed for the school to reach its targets. Data is used to align the curriculum with the requirements of the TIMSS, PISA and ASSET tests. Consistently effective use is not made of assessment information to influence teaching.

Impact of Learning

is approaching expectations

- The school actively promotes students' problem-solving skills in mathematics. It does not provide sufficient opportunities for students to develop critical thinking, creative and enquiry skills. Learning technologies are not used effectively as integral parts of learning activities, and students do not use them to engage in independent research activities.

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

For Development:

- Ensure consistent and effective use is made of assessment information to influence teaching.
- Provide students with more opportunities to develop critical thinking, creative and enquiry skills.
- Develop students' use of learning technologies to enhance their learning.

Reading Across the Curriculum

- Data for reading across all phases of the school indicate high levels of achievement, but there are no standardised tests available to measure progress.
- Reading strategies to support decoding are evident only in the KG. Strategies to build vocabulary and improve comprehension are evident in the other phases but need further development.
- The libraries are adequately stocked. Students from Grade 3 upward are timetabled to read independently in the library. Opportunities are missed in these sessions for teachers to help develop students' reading strategies.
- The school is committed to improving reading, and leaders are aware of the need to further develop students' skills in reading in all subjects.

The schools provision, leading to raised outcomes in reading across the curriculum is emerging.

For Development:

- Introduce means to provide a baseline from which progress in reading can be measured accurately and put appropriate strategies in place to teach reading skills.

UAE Social Studies

- The school has made appropriate arrangements for the delivery of the prescribed curriculum, and it provides adequate resources to meet the needs of a majority of learners.
- Learners often work collaboratively and independently, exhibit understanding and make connections to their own life experiences. Students' use of technologies to support their learning is limited.
- In lessons and recent work, a majority of students attain levels that are in line with the curriculum standards.
- In lessons and internal assessments, a majority of students make the expected progress in relation to their individual starting points and the curriculum standards.

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

Innovation

- Some innovation projects are successfully added to the curriculum, such as those in which middle phase students collaborate to design solutions to problems related to the UAE.
- Students' projects and initiatives have some impact on enterprise and healthy eating. Grade 5 and 6 students collaborate with parents in the food carnival to understand how businesses function.
- Several good examples of innovative teaching are found in social studies. Students undertake the roles of archaeologists and members of parliament in order to reason, make informed predictions and improve their understanding of the democratic process.
- The ICT curriculum is adapted to include opportunities for students to make use of coding to control virtual sensors to solve given problems. Delivered projects include elements of design, construction of a working prototype and evaluation of the solutions.
- A social enterprise project, involving energy and water conservation strategies in school, encourage students in Grades 7 to 9 to develop their leadership skills.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In Primary, students know and understand the required Islamic acts of worship. In Middle and Secondary, a majority can explain, apply and infer guidelines from Qur'anic verses about the wisdom of sending messengers.
- In Primary, students understand and explain kindness in Islam. In Middle, students are able to differentiate between Fard and Sunnah. In Secondary, students can infer the benefits of Zakat for individuals and society. However, students in the upper two phases are not sufficiently equipped to support their own views with references to the Holy Qur'an and Hadeeth.
- The promotion of reading of the Holy Qur'an in Primary contributes to improvement in students' correct application of the recitation rules. There is no such support in the middle and secondary phases to develop these skills.

For Development:

- Improve the memorisation, understanding and recitation skills of the Holy Qur'an, particularly in Middle and Secondary.
- Develop students' abilities to support their own views with references to the Holy Qur'an and Hadeeth.

Arabic as an Additional Language

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

- Students across the phases can decode sentences. They understand the gist of a short, spoken text. In Primary and Middle, students frame sentences using new vocabulary and can accurately replace words in sentences.
- Students in Primary make rapid progress, reaching high standards in listening and writing. However, in Secondary, students' use of verb tenses is inconsistent when writing narratives and descriptions. There is also confusion in their speech, when using masculine or feminine and singular or plural.
- Teachers are over-dependent on textbooks to support students' language acquisition skills. This does not help them develop students' speaking and independent, creative writing skills.

For Development:

- Improve students' linguistic skills by planning lessons to the expected levels that are in line with their years of study of Arabic as an additional language.
- Provide greater opportunities for developing independent reading and writing skills, particularly in Middle and Secondary.

English

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

- Most KG children communicate well. Their knowledge of phonemes is developing. By the end of KG2, the majority are reading and writing simple sentences. Internal test results show that across the other phases, most students attain above the expected levels. However, this does not reflect the attainment levels evident in the classroom, which are much lower.
- Speaking, listening and reading are stronger skills. There are only few opportunities for students to write independently and at length. Older students know the features of different writing genres, but their skills in applying these remain underdeveloped.
- Learning objectives are too general and not focused on the development of specific language skills. Learning is often driven by textbooks, which restricts progress to the expected levels.

For Development:

- Provide more opportunities for students to write creatively and at length.
- Ensure that learning objectives focus on language and build on prior knowledge.

Mathematics

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

- Students' skills and conceptual understanding of number and place value develop rapidly in the KG. Progress slows in Primary because teachers inconsistently apply their subject knowledge. Progress accelerates again in Middle and Secondary. External test results vary considerably between grades, especially in Primary.
- Most students in Primary can calculate, using large numbers, at an appropriate level. Estimation is not a strong feature of their learning. In Middle, students successfully learn about fractions, decimals, area and geometry, algebraic expression and linear equations. Most secondary students demonstrate good understanding of co-ordinate geometry, trigonometry and probability.
- Most students in all grades can solve mathematical problems successfully. They can read the problem, extract the salient data and complete the relevant calculations. The activities currently used to promote their critical thinking skills are insufficiently challenging.

For Development:

- Raise primary students' achievement by improving teachers' subject knowledge and their understanding of how students learn most effectively in mathematics.

Science

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

- Across all phases, students' attainment in external and internal examinations, and to a lesser extent in lessons, is positive. Progress against potential is variable across different grades, particularly at the transition from one phase to another, where curriculum expectations are increased.
- The development of scientific investigation skills is improving because students are given more opportunities in lessons, but these are still too limited in Primary and Middle. KG learning centres (Little Explorers) provide more opportunities for children to predict and experiment than in regular lessons.
- Science, Technology, Engineering, Art and Mathematics (STEAM) activities, in Middle particularly, effectively develop students' innovation, enterprise and research skills. As a result, interesting projects are developing. Most science lessons effectively encourage application of learning and critical thinking skills in all phases.

For Development:

- Further improve the skills of scientific investigation in KG, Primary and Middle by making more use of the available laboratory facilities.
- Regularly monitor students' progress against their potential to identify underperformance and use the analysis to inform curriculum and lesson planning.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable	Good	Good

- Students across the school are keen to learn and they are able to explain and assess their learning confidently. Primary students work less successfully without teacher direction than students in the other phases.
- Collaborative group work is effective, particularly during science lessons. Across all phases, students can make meaningful links to real world experiences. They independently find things out from texts, but learning technologies are not widely used in class, which limits opportunities for wider research.
- This year the school is appropriately prioritising training to enhance teachers' strategies to develop students' learning skills. Opportunities for students to consolidate and improve their learning skills are variable across the school.

For Development:

- Enable students to develop their higher order learning skills appropriately in all lessons.
- Ensure all students have opportunities to use technology as a regular part of their learning.

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

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

- Students of all ages have very positive attitudes to school. Even the youngest children are self-reliant, respectful and polite. They work very well together and show support and empathy for the needs of others.
- Students behave very well in classes and around the school; they report that bullying is rare. Consequently, the school is a harmonious place where staff and student relationships are very strong. Attendance levels are very good in Primary, Middle and Secondary but are only acceptable in the KG.
- Across all phases, there is very good awareness of the benefits of following healthy lifestyles. Students take the initiative to promote this through Anti-Tobacco Day, participating in International Yoga Day and making sensible food choices.

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

- Students have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. They can provide many examples of how the school celebrates Islamic events such as Eid, the Islamic Hijri new year and Prophet Muhammed's (PBUH) birthday.
- Students fully respect and appreciate the heritage and culture that influence the UAE. They participate in charity events to support others during Ramadan. They sing and respectfully observe the UAE national anthem daily. Cultural understanding is very strong in the KG, where children have 'My Very Own UAE Handbook'.
- Students are proud of their heritage and diversity. They celebrate world cultures through school events such as the Global Food Fest, Global Awareness Week and the Christmas season.

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

- Students take their many responsibility roles such as prefects and Head Boy very seriously; they have a well-developed sense of caring for the school and wider environment. The School Council structure enables students to contribute to some school decision-making processes.
- Across all phases, students' work ethic and pride in their school is a strength. They enjoy developing their own products, such as designing a smart food dispenser, or being entrepreneurial, such as in raising funds for charity through the student-led Food Carnival.
- Students have a very keen awareness of wider environmental issues, such as plastic pollution and global warming, and understand they have a part to play. The Eco Club encourages recycling and energy saving through the 'De-light' project and local clean-up campaigns.

For Development:

- Provide more opportunities for students to be innovative, especially during lessons, and enable them to be more actively involved in decision-making.

3. Teaching and assessment

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

- The quality of teaching is most consistently high in the KG. It dips in Primary, where teachers require greater support in mathematics and English with regard to subject knowledge and depth of questioning. In Middle and Secondary, the quality of teaching is better but still varies across subjects.
- Where teaching is most effective and leads to stronger progress, there are high expectations of all learners. In these lessons, planning and delivery of learning meets the needs of all students. This is a strong feature only in the KG.
- Teachers interact well with students, and collaborative and independent activities engage them in their learning. In a few well-planned lessons, teachers use questioning skillfully and are able to develop students' problem solving and critical thinking skills.

	KG	Primary	Middle	Secondary
Assessment	Good	Acceptable	Acceptable	Acceptable

- In the KG, teachers' continuous assessment of learning in lessons effectively influences their daily planning and teaching. In the other three phases, assessment often reflects the achievement of the class rather than the individual or group.
- External assessment data for each subject are analysed and used to identify curriculum gaps and to inform support for students. This data analysis is used more effectively in some subjects than others to modify the curriculum. It is not used consistently to make comparisons with the school's own internal data.
- The school is at an early stage of using a student tracker to measure progress. In science, rubrics are used successfully as a pre-and-post assessment strategy. These support students' understanding of their strengths and weaknesses. Marking of books has yet to impact significantly on students' progress.

For Development:

- Develop teachers' understanding of the effective use of assessment data so that their planning of lessons is based securely on the learning needs of all groups of students in each class.

4. Curriculum

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

- The curriculum has a clear rationale and meets all statutory requirements. In the KG, the curriculum embeds elements from EYFS and ensures child-centred learning through well-planned cross-curricular programmes that maintain children's interest, engagement and enjoyment.
- The curriculum is broad and balanced and follows the guidelines of the National Council for Research and Training, India. Regular reviews ensure vertical and horizontal progression across all phases. Opportunities for creative, physical and practical experiences to strengthen knowledge and skills are limited.
- Review of the curriculum to ensure challenge, especially for higher-attaining students, has limited impact. Cross-curricular links are planned for a large majority of lessons, but delivery of these within lessons is inconsistent. The curriculum includes the option of learning French.
- Some aspects of moral education are integrated, and some are taught discretely from Grades 1 to 10, for one weekly lesson of 40 minutes.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Acceptable	Acceptable	Good

- In the KG and Secondary, the curriculum adaptations effectively meet the needs of the majority of students, but this is inconsistent in Primary and Middle. In Arabic as an additional language, the curriculum is rarely adapted to meet individual needs.
- The curriculum is modified more effectively for students of determination in the learning centre than in classes, and for all groups of students. Consequently, provision for all students is not consistently strong. Curriculum modification to provide opportunities for innovation is a developing feature.
- Projects and activities in lessons help students deepen their understanding of Emirati values. Students engage in enrichment activities after school, and older children develop leadership skills through community links and enterprise.
- Conversational Arabic is offered to students in the KG.

For Development:

- Ensure the curriculum is appropriately modified to meet individual student needs by sharing good practice across the phases and subjects.

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 ↑

- Very effective procedures are in place for the health, safety, security and safeguarding of students throughout the school. All staff are fully aware of their responsibilities. Highly-effective supervision ensures students are kept safe and protected from bullying.
- The spacious, attractive premises provide a comfortable environment that is conducive to learning. Lifts provide easy access for all, but ramps are currently too steep. Buildings are very well maintained. Excellent record keeping ensures prompt resolutions to issues raised.
- The medical centre and PE staff monitor, support and promote health care, fitness and healthy eating through a variety of activities. Fire evacuations are regular, and evaluation leads to further improvement. Buses are well organised, and safety checks are rigorous.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- A positive and caring ethos is evident across the school. Staff members have high expectations of behavior, and students are self-disciplined. There are effective procedures to monitor attendance and punctuality.
- The school is inclusive. Systems and processes identify and provide for students of determination and those with gifts and talents. Differentiation, support and curriculum modification enable the majority of students to make the expected progress, but this is inconsistent across all phases and subjects.
- The school effectively monitors students' personal development and well-being. Students have access to individualised advice and support from the counsellors. They feel well supported in their academic development, and older children are given a range of advice and information about careers and higher education.

For Development:

- Develop consistency in the planning and delivery of learning to support students of determination and other groups of students.
- Ensure that lessons across the school provide sufficient challenge to promote the development of students with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable ↓

- Senior leaders demonstrate a commitment to improving the quality of education and support for students of determination. A governor and champion for inclusion has been appointed. These roles are developing. The school's strategic planning is underdeveloped. Improvement planning is not sufficiently targeted to improve learning rapidly enough.
- The school uses a range of identification processes in line with KHDA categories. The majority of intervention strategies and targets match the needs of the students, but these are not reviewed or evaluated regularly. Provision does not consistently support students to overcome barriers to learning.
- The school regularly informs parents of their children's progress. Parents' involvement in the development of their children's education programmes is limited. Reporting lacks important detail, such as progress towards individual targets in accordance with their individual education plans (IEPs) and next steps in learning.
- Most students of determination are supported in lessons; the effectiveness of the support depends on the expertise and understanding of the teachers. Curriculum adaptation is not fully effective, and learning is not consistently modified to meet individual needs. Learning support assistants effectively support individuals and small groups of students.
- Targets in the IEPs are not well matched to learning and, as a result, students' progress is inconsistent. Assessment is not rigorous enough to inform teaching and learning. Although only few students are involved in developing their IEPs, the majority are aware of their individual targets.

For Development:

- Build leadership capacity in the inclusion department to provide for students of determination.
- Ensure that effective curriculum modification and personalised learning accelerate progress.

6. Leadership and management

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

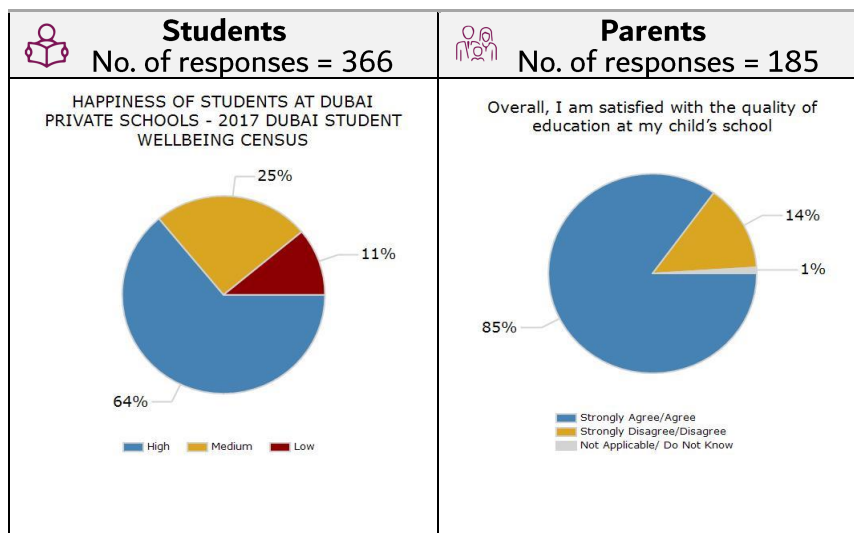
- The current mission and vision are not adapted to the context of the school. The principal is beginning the process of reviewing them with parents, students and teachers. Leaders are committed to the UAE national priorities, as demonstrated by the integration of the moral education programme and UAE social studies in the timetable. There is a firm emphasis on the National Agenda, and the school achieves the modest targets it sets for itself. The school is inclusive.
- Leaders have a systematic approach to gathering information to evaluate the school. It includes an input from the teaching staff as well as making appropriate use of internal and external assessment data. There are systems to monitor teachers' performance, but these have not been linked to student outcomes. Action planning is based on external evaluation along with strategies to achieve the UAE National Agenda targets. This year, planning is having limited impact on improving school performance.
- Parents participate with their children in some school events. Parents' Focus Group meetings are opportunities to contribute to school development. However, these are not well attended. Communication with parents has strengthened recently, and they feel welcomed as partners. Reporting includes limited comments on students' achievement against curriculum and international standards. The school is beginning to recognise the need for establishing links with the community, businesses and organisations to enhance learning experiences.
- Governors have established systems for evaluating the school's performance from a range of sources. These include reports, frequent meetings and conversations with the principal. There has been limited, systematic input from parents or students. The governing body is supportive of leaders' plans to improve performance and ensures resources are available to address the school's identified priorities. Governors have not fully met the recommendations of the previous report.
- The day-to-day management of the school runs smoothly. The KG phase is well staffed. Some teaching posts in some curriculum areas remain vacant. Additionally, many teachers in the school do not have a teaching qualification. Excellent facilities exist, but specialist areas, such as the laboratories and the library, are not used extensively. In the KG, information technology resources are not sufficient to support high-quality learning. In the other phases, students' devices are in need of updating or replacing.

For Development:

- Governors should ensure that there is sufficient high-quality leadership to support the principal in guiding teachers in practices that accelerate students' academic progress.

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	Almost all students reported that they are happy and enjoy coming to school. They feel safe and report no bullying of any kind. A majority participate in extra-curricular activities such as sports, cleanliness drives, collecting donations for charities and eco-campaigns. A minority are unable to participate in their chosen activities due to their busy academic schedules.
 Parents	Parents welcome the more responsive and proactive approach the school has recently adopted. They feel welcomed to the school and appreciate that the school has begun to treat them as partners. Some parents feel the quality of teaching needs improvement, and that there should be more continuity in learning because changes of teachers in the middle of the school year disrupts their children's progress.

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