



Bilva Indian School

 Curriculum: CBSE

Overall Rating:

Weak



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information	
Location	Al Qusais
Type of school	Private
Opening year of school	2014
Website	www.bisedu.ae
Telephone	00971-4-2040900
Address	Al Qusais School Zone, Dubai, United Arab Emirates
Principal	Acting principal - Chandra Shekhar Yadav
Language of instruction	English
Inspection dates	12 to 15 December 2016

Teachers / Support staff	
Number of teachers	84
Largest nationality group of teachers	Indian
Number of teaching assistants	25
Teacher-student ratio	1 : 9
Number of guidance counsellors	1
Teacher turnover	30%

Students	
Gender of students	Boys and girls
Age range	4 -14
Grades or year groups	KG 1 - Grade 8
Number of students on roll	767
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	24
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	Indian
External tests and examinations	CBSE
Accreditation	NA
National Agenda benchmark tests	IBT, CAT4



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale.

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for Bilva Indian School



- Bilva Indian School opened in April 2014. It has been without a permanent principal since June 2016. The vice-principal, appointed in April 2016, has been leading the school until a permanent appointment can be made. There is no established leadership team. The school has grown in student numbers this academic year from 338 to 767. Most of these additions have occurred in the Kindergarten.



Summary of inspection findings 2016-2017



Bilva Indian School was inspected by DSIB from 12 to 15 December 2016 . The overall quality of education provided by the school is **weak**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Attainment and progress are weak in mathematics and science across all phases, and in English in the primary and middle phases. Attainment and progress are acceptable in Islamic education and Arabic, and in Foundation Stage English. Although students work well collaboratively, there are few opportunities for them to think critically, work on extended research projects or undertake detailed analysis.
- Students demonstrate positive attitudes. Their awareness of Islamic values and Emirati culture is acceptable. Although the students can identify key features of the culture, most do not have a detailed understanding of it. They show a good work ethic but are not provided with enough opportunities to apply it independently.
- Teachers' planning is not consistently structured and clear. As a result, teaching is not effective. It does not challenge and extend students' thinking. There is some analysis of assessment data, but this is not used to identify starting points in learning or to measure the progress students make in each subject.
- The curriculum is designed appropriately, based on CBSE for Grades 1-8, and combining the Ontario framework and Early Years Foundation Stage in England (EYFS) for Kindergarten. However, curriculum implementation focuses almost solely on acquisition of knowledge and neglects the development of skills and conceptual understandings. It is insufficiently adapted to match the needs of different groups of students.
- The school provides a safe and secure environment for students and their families, with clear policies for care and support. However the overall care and support for students is inconsistent, especially for those with special educational needs and disabilities, and those who are gifted and talented.
- The failure to appoint a permanent principal prevents the school from communicating and implementing a clear vision. The school lacks direction, clear self-evaluation, and identification of development priorities. Partnerships with parents are acceptable, although a significant number of parents express concerns about the instability of leadership. The governing board is not representative and does not hold leaders to account systematically.

What the school does best

- As a result of the new leadership in Kindergarten, the learning environment is bright and stimulating.
- Students demonstrate good personal development, behaviour and attitudes.
- There are effective arrangements and processes for keeping students and families safe, secure and healthy.

Recommendations

- Establish a governing board that is fully representative of all stakeholders
- Ensure the governing board provides effective governance by:
 - urgently appointing a suitably qualified and experienced principal who understands how to improve attainment and progress for all groups of students
 - establishing a self-evaluation process that accurately identifies strengths, weakness and priorities for action to improve attainment, progress, teaching, assessment, curriculum adaptation and leadership
 - creating a system of performance management that holds every member of staff accountable, with clear targets for improved outcomes for students
 - holding leaders at all levels accountable for the rapid elimination of weak teaching.
- Ensure school leaders provide effective leadership by:
 - creating, implementing and rigorously monitoring a school improvement plan based on accurate self-evaluation, with clear targets and success criteria to address all areas of underachievement
 - implementing the performance management system, including setting, monitoring and following up targets to improve learning outcomes for all groups of students
 - implementing whole school assessment practices that inform starting points in learning to support all groups of students to make at least good progress in lessons
 - training all staff to recognise what good teaching and learning look like so that their teaching enables all groups of students to make good progress.

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 intention 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. In 2015, KHDA launched 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.

The following section focuses on the impact of the National Agenda Parameter in meeting their targets:

- The school meets the registration requirements for the National Agenda Parameter.
- Attainment as measured by the National Agenda Parameter tests in English, mathematics and science is not secure.
- Analysis of data has begun. Simple attempts to use data to examine areas of strengths and weakness are made, but teachers are not using the outcomes of the analysis to inform their teaching. As a result, it is yet to have any impact on students' achievements.
- There are some examples of questions being used in lessons and some assessments to encourage TIMSS/PISA style thinking, but there is no systematic alignment of the curriculum.
- Although students have been told their results on IBT and CAT4, they do not fully appreciate the implications. They have not yet begun to develop their independent research skills and critical thinking.

Overall, the school's improvement towards achieving its National Agenda targets is not secure.

Innovation in education

The UAE Vision 2021 sets the aspiration 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' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.



Promoting a culture of innovation:

- Leaders in Kindergarten have mapped opportunities for children to develop innovation skills. However, there is no systematic whole school plan and the innovation agenda is not consistently promoted. As a result, there is little development of innovation skills in lessons, although children are encouraged to think creatively in some free flow activities in Kindergarten. The curriculum has not been adapted to include opportunities for innovative practice, although students are given the chance to complete extended projects in a few extra-curricular activities.

Overall school performance

Weak

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	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
English 	Attainment	Acceptable	Weak	Weak
	Progress	Acceptable	Weak	Weak
Mathematics 	Attainment	Weak	Weak	Weak
	Progress	Weak	Weak	Weak
Science 	Attainment	Weak	Weak	Weak
	Progress	Weak	Weak	Weak

	KG	Primary	Middle
Learning skills	Acceptable	Acceptable	Acceptable

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

Main inspection report



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	Weak	Weak
Science	Weak	Weak

- The English literacy skills of most children are in line with curriculum expectations. Older children are able to use their knowledge of phonics to sound out words and label their drawings. They have appropriate speaking skills that are evident in discussions with the teacher and each other. From their starting points, most children have built on their vocabulary and are able to describe their learning and understanding in detail. Children's writing is still developing but, when asked, they are able to draw and write using creative spelling. Assessment information shows slow but acceptable progress over time in all literacy areas.
- In mathematics, the knowledge and skills of a minority of children are below expected curriculum standards. Assessment data shows they are secure in basic number skills but cannot apply their knowledge to number operations or problem solving. Children make expected progress when, in better lessons, they are asked to apply mathematical understanding to their own experiences, such as adding the number of boys and girls in the class. However, lack of challenge often prevents children developing sufficient understanding of mathematical concepts and making more rapid progress.
- In science, less than three-quarters of children show attainment that is in line with curriculum standards. The development of lower order skills such as simple classification is well established. However, higher order enquiry and investigative skills are in the early stages of development and limits overall attainment and progress. Lessons are too heavily focused on content knowledge rather than skill acquisition, which is reflected in the assessment outcomes. In the better lessons, teachers are able to use the children's natural sense of wonder to further their understanding of the world.

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

- In Islamic education, most students have acceptable knowledge of the Five Pillars of Islam, and this is reflected in their understanding of Islamic values, morals and principles. However, students' recitation skills are weaker. Their rate of learning is in line with curriculum expectation in understanding Islamic etiquettes, Hadeeth, morals and values but it is slow in developing the ability to link what they learn to real life situations.
- In Arabic, most students are stronger in speaking and listening than in reading and writing. They can hold simple conversations using pre-learnt words about familiar topics, including greetings and introducing themselves. Progress is adequate in identifying Arabic letters and in reading familiar texts. Listening and speaking skills are developing appropriately. However, writing skills are less well developed, resulting in students' overall progress being acceptable.
- In English, only a large minority of students attain expected levels in international assessments. This weak student performance is also reflected in lessons and in notebooks. This results from lack of challenge by teachers. A few students attain higher levels, as a result of well-focused intervention with reading and writing. However, this is inconsistent. There are examples where students learn more quickly, such as in a Grade 1 booster class that is following a structured literacy skills programme, but the overall progress made in writing is limited.
- When students' attainment and progress in mathematics are measured against curriculum standards, they are acceptable. However, international benchmark tests show weak performance. This is due to classroom activities lacking challenge, which prevents students gaining the knowledge and skills appropriate for their ages. Teaching is not robust enough to support students in developing conceptual understanding. The focus is mainly on knowledge acquisition and procedural proficiency. The result is weak attainment and progress overall.
- Internal science tests indicate that the attainment of most students over time is broadly in line with curriculum standards, but external benchmarks indicate much weaker attainment. Students are not learning the scientific knowledge and skills at a quick enough rate, and so progress is weak. Practical skills develop in better lessons but little evidence of investigative work is seen elsewhere. Consequently, students are unable to use investigative skills such as analysing and evaluating consistently, restricting both attainment and progress.

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

- In Islamic education, the knowledge and understanding of most students, including the Pillars of Faith, are in line with expectations. In addition, they have acceptable knowledge of Islamic concepts such as forgiveness and prayer. However, their recitation skills are weaker. Students are progressing at an acceptable rate, which is reflected in their understanding of Hadeeth, Islamic law, morals and etiquettes. The skills of recitation are developing more slowly. Overall, attainment and progress is acceptable.
- In Arabic, students' listening and responding skills are in line with expectations, while their speaking skills are weaker due to the lack of opportunities to practise. Most students are able to read familiar phrases but their reading comprehension and writing skills are limited. Students make adequate progress in listening and responding, and steadily develop their abilities to hold short conversations. However, they do not speak with confidence and progress with writing skills is slower.
- In English, performance across the phase is weak when judged against international standards. Only about half the students attain expected levels. Whilst a few students attain higher levels in lessons, especially in speaking and listening, this better performance is inconsistent and not reflected in the quality of their writing. Most students are making weak progress in the development of reading more complex texts, using skills such as interpreting and inferring meaning. Only a few students progress at the expected rate.
- In mathematics, students' attainment and progress are acceptable as measured against curriculum standards. However, attainment against international benchmarks is weak. The coverage of mathematical concepts is not balanced. Problem-solving and reasoning skills are underdeveloped, which limits the opportunities students have to attain at higher levels. The rate of learning of mathematical concepts and skills is restricted by gaps in curriculum implementation. This makes the tracking of progress difficult. The mechanisms that are in place to measure progress are ineffective.
- School-based science assessments show that most students attain at levels that are broadly in line with curriculum standards, whilst external benchmarking tests indicate that attainment is much weaker. The development of investigative skills is at a very early stage and is limiting overall attainment and progress. The overall achievements of students in science reflect too much focus on content acquisition, and too little on skills development. In the better lessons, practical skills are being developed but not consistently or effectively.

	KG	Primary	Middle
Learning skills	Acceptable	Acceptable	Acceptable

- Students are often prevented from taking responsibility for their own learning in many lessons. When teachers provide opportunities, students are keen to express their understanding. However, teacher-dominated lessons result in students being passive in their learning and unable to identify the specific next steps required to improve.
- Occasionally students are enabled to work purposefully and collaboratively, and in these situations they are productive. In general, the lack of direction and clarity of purpose in lessons prevents students communicating their learning clearly. Although they know what has been learned, they are not confident in identifying what they should do next.
- Opportunities to link learning are taken well by students. However, opportunities are too few for students to consistently apply learning from one subject or lesson in another. They respond well to teacher questioning that challenges their thinking, but have not developed the skills required to question deeply for themselves.
- Lessons are overly teacher-directed and this limits the opportunities for most students to learn independently, think critically and extend their thinking through problem solving. Although students possess the skills to use learning technologies, best use of them is not made in lessons. This restricts innovative and independent thinking and reduces the rate of progress made in learning.

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

	KG	Primary	Middle
Personal development	Good	Good	Good

- Most students display positive and responsible attitudes. They are confident and many exhibit independent learning skills. In the middle school, many students can work independently. Students are self-disciplined and self-regulated when teachers allow them to be. As a result, they can complete routines, such as self-registration, without much assistance from the teachers.
- Students are fully aware of the code of conduct and classroom rules. In classrooms, corridors, buses and recreation areas they implement them well. Self-discipline is evident in their interactions with their peers and teachers. They respond well to the scheme to reward students for good behaviour on a weekly basis.
- Students are respectful to each other and to adults in the school. They are sensitive to the needs of others, particularly students with special educational needs and disabilities. They stand respectfully when the National Anthem is played in the morning. All new students are made to feel welcome and helped to settle into the new school environment. Teachers and students share a good rapport.
- Students are aware of and adopt healthy life styles. They respond well to health talks and programmes delivered by the school doctor and nurse to promote healthy living. In addition to the morning break time, there is a fruit break included on the timetable.

- Students respond well to the school’s promotion of good attendance. In addition, students arrive punctually and are ready to learn when lessons commence.

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

- Students have adequate appreciation and knowledge of Islamic values and their importance in shaping UAE society. However, they lack depth in their understanding.
- Students have a basic level of understanding of the UAE heritage and culture. They celebrate UAE National Day and Flag Day, and other aspects of Emirati culture, but their discussions are at a superficial level. As a result of assemblies, knowledge of UAE heritage and contemporary life is increasing.
- Students have a clear understanding and appreciation of their own culture. They are enthusiastic to know more about the world but their knowledge of other world cultures is limited.

	KG	Primary	Middle
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

- When provided with opportunities, students are keen to get involved in local causes. They make donations to charity organisations in the spirit of selflessness but rarely take the initiative or create opportunities themselves to volunteer and support the local community.
- Generally, students have a positive work ethic and a basic understanding of enterprise. However, they are not able to display leadership skills as they are not provided with enough opportunities to take on leadership roles.
- Students have a broad awareness of environmental issues. Whilst they appreciate the importance of care for the environment, there are limited opportunities for direct involvement in projects that promote sustainability and extend students’ knowledge of conservation issues facing the UAE.

3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Weak	Weak	Weak

- Teachers have secure subject knowledge but they often lack the pedagogical skills required to ensure that the planned learning activities are at the correct levels. The methods used by the teachers are not matched to students' abilities, levels of understanding or different learning styles. As a result, students' progress is limited.
- Lesson planning often reflects lack of teachers' skill to manage time effectively, sequence learning activities correctly or ensure best use is made of every learning opportunity. For example, in a lesson where the learning objectives included an activity to apply the mathematical concepts being learned, the practical part of the lesson was omitted, so students were not given the opportunity to apply and consolidate the learning.
- In better lessons, teachers make effective use of questioning and dialogue to extend learning and engage students in focussed discussion. However, feedback given to students does not sufficiently result in improvement. It is often 'congratulatory' without explanation of why it is good or how it could be better.
- Most lesson planning includes differentiated tasks but these are of varying quality and do not always enable students to make expected progress. This is due to lack of challenge or strategies to support independent learning.
- In all phases and subjects, teachers provide few opportunities for students to develop critical thinking and problem-solving skills. When provided with opportunities, students respond well. For example, in a primary English lesson, students developed their reasoning skills by exploring different values and providing a different ending to a moral tale.

	KG	Primary	Middle
Assessment	Weak	Weak	Weak

- Internal assessments, both formative and summative, take place regularly across the school. Except in Kindergarten, these are largely focused on knowledge acquisition, rather than on skill development. These assessments do not provide reliable data that can be used to inform lesson planning or accurately measure students' progress.
- External benchmarking tests (IBT) are taken and the results are shared with students and parents. These data are compared with the data from internal tests but there are few adaptations to the curriculum or adjustments to teaching. As a consequence, there is little impact on students' learning.
- Progress is tracked using assessment data in Kindergarten but this is not as evident in other parts of the school. Progress of students over time is not monitored effectively.
- Baseline test data are available to teachers and there is occasional reference to data in some planning. However, there is no systematic use of assessment data, particularly IBT or CAT4 data, to influence planning, teaching, students' progress or the curriculum.

- Feedback to students, both verbally and in workbooks, is limited largely to encouraging or supportive comments and is not linked to success criteria. There are very few examples of 'next-step' marking, dialogue between teacher and student or self and peer assessment being used.

4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The curriculum is broad and covers most areas of the CBSE curriculum for Grades 1 to 8. The Kindergarten curriculum successfully aligns the Ontario and EYFS curricula, and provides a wide range of activities to support children's holistic development. However, nearly all lessons focus on acquiring knowledge with only a few emphasising the development of skills.
- Curriculum mapping ensures continuity between KG 1 and 2, and a smooth transition into Grade 1. The introduction of curriculum mapping and planning systems is beginning to ensure that new learning is built on prior achievements in a meaningful way. However, there are significant inconsistencies in some subjects in the scope and sequencing of skills, for example, in the development of investigative skills within the science curriculum.
- The KG curriculum focuses on all aspects of children's academic, social and physical development. The curriculum delivered in the rest of the school offers a range of subjects and includes opportunities for students to learn home as well as foreign languages. Various clubs and extra-curricular activities enable the majority of students to follow specific areas of interest.
- Cross-curricular links are included in the planning of a large minority of lessons but are not clearly defined or consistently delivered by all teachers. Consequently, many students do not get the opportunity to make useful connections between different areas of learning. Opportunities for independent learning, critical thinking and research are limited.
- Curriculum reviews carried out by senior staff have prioritised content and coverage, and are not rigorously focused on how the adaptations impact on learning. The school does not have robust systems for ensuring that revisions are delivered routinely and there is limited monitoring to ensure that the academic needs of all students are met.
- Across the school, the UAE social studies standards have been mapped against the school's curricula. A few KG teachers use specialist areas, such as the Majlis, to provide practical experience of UAE customs. Comparisons between the students' home country and host country are positive features of planning. Lessons mostly focus on knowledge and factual recall. There are insufficient opportunities for students to work independently, ask questions or think critically about their lives in the UAE. Teachers generally do not know how well students understand new concepts.

	KG	Primary	Middle
Curriculum adaptation	Acceptable	Weak	Weak

- Despite some adaptations in Kindergarten, overall the curriculum is not adequately modified to meet the learning needs of all groups of students. Teachers provide only limited support for different abilities and learning needs in most lessons. The expectations for student progress are low, especially for students with SEND. There is inadequate challenge for students who are more able.
- Students have regular access to extra-curricular clubs, inter-school competitions, specialist theme weeks and visits to places of interest to support their learning and develop further areas of interest. However, there are too few planned and appropriately challenging opportunities for students to be involved in activities that promote creativity, enterprise and social contribution skills.
- The integration of UAE social studies into the curriculum has resulted in a better understanding of the host country and its culture. Although programmes of study incorporate an understanding of the UAE's values and traditions, and compare life in the UAE and life in students' home countries, they are yet to have an impact on students' overall understanding and knowledge.

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 has effective formal policies and procedures for protecting students from harm and bullying, including an anti-cyberbullying policy. Staff, parents and students are aware of these policies through informative workshops, and agree to adhere to them. Students are well supervised around the school. When issues arise, the school reacts quickly to resolve problems and keep students safe.
- The school premises are clean and secure. Safety checks, including fire drills each term, ensure that children are safe throughout the day. Bus transport and parent drop off and pick up are well organised, providing for safe arrival and departures to and from the school. The outdoor areas are also well supervised during physical education lessons and lunch periods.
- The indoor and outdoor areas, including a new surface recently installed in the sports field, are all well maintained and checked daily. Maintenance and record keeping are detailed and up to date. Medical and incident reports are accurate and current, including student vaccinations.
- The school facilities allow access for most students. An elevator and ramps provide an alternative to steps in some areas of the school. The learning environment, especially in Kindergarten, is reflective of the children's interests, and allows children to use their sense of curiosity in the free-flow area.
- Healthy living is strongly promoted throughout the school, through lessons, celebrations and bulletin boards. Parents are strong partners in this provision. Students also participate in programmes aimed at good hygiene, prevention of diabetes and obesity, and the importance of exercise. They understand the value of eating healthy foods and exercising to prevent illness.

	KG	Primary	Middle
Care and support	Acceptable	Acceptable	Acceptable

- A mutually respectful atmosphere is evident between students and staff. Positive interactions are observed in classes and in the corridors throughout the school. Behaviour management plans are drawn up and successfully implemented in collaboration with the school counsellor. Members of the school council are involved in the daily management of student behaviour in the school.
- The school is effective in promoting punctuality and managing student attendance. Measures include the class teacher making contact with parents when a student has been absent without authorisation, and reward certificates for 100% attendance.
- The school has an effective system for identifying students with SEND and those who are gifted and talented. Gifted and talented students are identified through whole school tracking. However, the tracking is not always accurate, leading to some students being missed. While appropriate intervention strategies are implemented in some classes, they are not consistently effective in ensuring students make progress in their learning.
- The school provides appropriate support for most students with special educational needs and disabilities, and those who are gifted and/or talented. The level and quality of provision enables the majority of students to make adequate academic and personal progress. However, opportunities for independent learning for students with SEND is less evident.
- The wellbeing and personal development of all students are monitored routinely and appropriately. The counsellor works closely with teachers and parents in supporting the students with behavioural difficulties. The counsellor provides psychological and emotional support for students, dealing with social or emotional concerns.

Inclusion

Provision and outcomes for students with SEND

Acceptable

- The school's policy in relation to inclusion is comprehensive and demonstrates a commitment to inclusive procedures when admitting students with SEND. It includes clear admission criteria, and identifies each student's needs through a defined assessment process.
- A range of assessment tools is used to identify the needs of students with SEND. The identification process usually begins at the admissions stage, sometimes in collaboration with external professionals. The school has identified a significant number of students with learning difficulties but the SEND team is unable to provide support for all of them.
- The SEND team updates parents about their children's progress through the school's electronic portal on a six-weekly basis. Ongoing contact is maintained with parents. Parents are informed of upcoming curriculum topics so they can support their children at home. The SEND team and teachers collaborate in developing the students' individual education plans (IEPs). Parents are invited to comment before the IEPs are implemented.
- Some curriculum planning is modified appropriately and meets individual students' needs. However, many teachers do not adapt the curriculum appropriately, and therefore do not address students' identified needs. In general, most curriculum adaptations are inadequate and teachers' expectations of student progress are too low.

- A comprehensive monitoring and tracking system for students with SEND has been introduced. High quality data analysis is possible but it is not being used systematically by all teachers. Evaluation of students' work and weekly assessment sheets, indicates that most students with SEND are making acceptable progress and are adequately prepared for their next phase of education.

6. Leadership and management

The effectiveness of leadership

Weak

- The absence of a principal and clear leadership structure make the implementation of any vision or sense of direction very difficult. Consequently, the school is not successful in ensuring that all groups of students, including those with SEND, make the necessary progress in their learning. Weak teaching is not addressed quickly enough. As a result, there is little impact from the introduction of UAE priorities.
- Whilst there are examples of leaders working hard, particularly in the KG, SEND and primary departments, there is a lack of collective understanding of how to remedy weak teaching quickly and address student underachievement. Connections are not made systematically between accurate assessments, adapting the curriculum and using the best teaching practices.
- Communication about learning is limited among leaders due to a lack of clarity in their roles and responsibilities. Consequently, assessments are not systematically analysed, teaching is not adjusted accordingly and the progress of students is not measured accurately enough. There is a willingness from all leaders to support good achievements for all students by working together. However, the lack of cohesion is preventing it.
- Any improvements that occur are as a result of external pressure. These are limited and not sustained consistently to impact positively on students' outcomes. A few leaders have the capacity to implement improvements but, without a principal in place, there is no collective responsibility or drive to secure sustained development.
- Although the school has worked hard to ensure compliance with the necessary statutory requirements, it has been unsuccessful in ensuring that students make at least acceptable progress in their learning. The failure to address weaknesses in teaching has resulted in inconsistent achievement by students and their needs not being met.

School self-evaluation and improvement planning

Weak

- School improvement plans result from recommendations made by external visitors and not from the systematic evaluation of school performance by leaders. Consequently, the targets set do not accurately reflect the improvements required in all aspects of school provision to raise standards of teacher performance and student achievement.
- There is no systematic monitoring of targets set. Although leaders observe lessons, weaknesses in teaching are not immediately addressed, appropriate training is not provided and best practice is not shared. Data from assessments of student performance is neither analysed systematically by all teachers nor used to inform teaching and provide focus for the monitoring by leaders.

- Within some departments, such as KG and SEND, targets are set and teachers work to secure improvements. However, the absence of a vision and drive for whole school improvement limits their effectiveness. The lack of a coherent leadership structure inhibits any accountability for and measurement of students' progress.
- The performance of the school since it opened is inconsistent. There are significant areas of underachievement that have not been addressed and eliminated. The use of assessments of student performance to adapt the curriculum and adjust teaching is not comprehensive or effective enough to bring about improvements.

Partnerships with parents and the community

Acceptable

- Parents generally feel involved and welcomed in the school. Parents of students with SEND are involved well in the identification of needs and providing support required. This involvement is less evident for other groups.
- There is regular communication via text messages. The web portal is informative about forthcoming events and homework requirements. However, a significant group of parents with students in the upper grades express concern about the lack of specific information that would enable them to support their children's learning.
- The school reports regularly on student achievement and follows up with teacher consultations. However, parents are unsure how to interpret the results of external assessment such as CAT4 data and how to provide the specific, necessary support to advance their children's learning. Teachers identify students' next steps in learning but these relate mainly to acquisition of knowledge and not to the skills required to extend achievement.
- Partnerships are established with other schools with the support of parents. In addition, there are opportunities for parents to support initiatives such as 'DEAR' (Drop Everything And Read). However, these partnerships are not extensive enough or supported by enough parents to have a positive effect on students' achievements and personal development.

Governance

Weak

- The governing board is not fully representative. The comprehensive information required to hold school leaders to account is neither gathered nor systematically analysed. Decision making, as a consequence, is reactive rather than strategic. Although there is a commitment to school improvement, governors do not have the knowledge required to deliver it.
- Although there is a governor presence in the school on most days, the formal meetings of the governing board are not frequent enough or effective in holding leaders to account. The lack of a principal and a coherent leadership team with clearly defined roles and responsibilities is inhibiting any improvements. There is lack of clarity about who is accountable for what.
- As a consequence of the lack of leadership, the owners and governors have no means of implementing and communicating a consistently clear vision. This has a negative effect on school performance because weaknesses are not addressed and eliminated. Students, therefore, make insufficient progress. Despite its commitment, the governing board is having little impact on improving outcomes for students.

Management, staffing, facilities and resources

Acceptable

- Most aspects of the school's day-to-day management run smoothly. Its systems and routines are organised, including efficient transport arrangements and planned timetable. As a result, the students arrive punctually, ready for learning. The communication systems in the school allow information about students to be shared quickly and appropriately.
- Although teachers have university degrees in their subjects, not all of them have a teaching qualification. The school provides some regular internal training but this training is not linked well to the school's priorities, or to teachers' individual needs. In addition, the induction programme for new teachers does not provide sufficient support or training and does not focus on teaching and its impact on student outcomes.
- The premises provide a suitable learning environment, with specialist facilities for science, information technology, music, art and support for students with SEND. Staff use display spaces appropriately to celebrate students' work and achievements. Access facilities, including ramps and lifts for the students with disabilities, are available within the school.
- Classrooms across all phases are adequately resourced. Each classroom has an interactive whiteboard, and age-appropriate students' seating and learning facilities. There is a reasonable range of specialist learning spaces. Although the library has an extensive range of books and learning materials, the resources for Arabic and Islamic education are very limited.

The views of parents, teachers and senior students

The views of parents, teachers and senior 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* 	2016-2017	398
	2015-2016	1
Teachers 	77	
Students 	9	

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

- Nearly all surveys from teachers and parents express satisfaction with the quality of education provided by the school. However, letters received from parents in upper grades express concern at the quality of teaching and academic support for students. The inspection team agrees with concerns expressed in the letters.
- A small number of survey responses express concerns about the high turnover of staff and the lack of stability in leadership. They indicate that this is having a negative impact on student learning outcomes.

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