

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

# Inspection Report 2018-2019

**The Indian Academy**

11 YEARS OF INSPECTIONS

**Good**



























Curriculum  
**Indian**



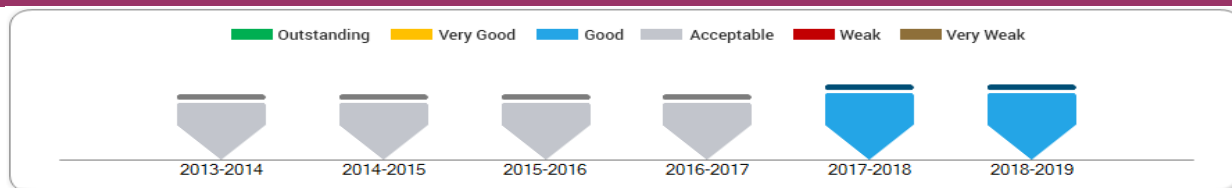
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## School Information

General Information	 Location	Muhaisnah 4
	 Opening year of School	2012
	 Website	www.indianacademydubai.com
	 Telephone	04-264-6746
	 Principal	Ms. Jwairia Saleem
	 Principal - Date appointed	3/4/2016
	 Language of Instruction	English
	 Inspection Dates:	08 to 10 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	526
	 Number of Emirati students	0
	 Number of students of determination	25
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	61
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	9
	 Teacher-student ratio	1:9
	 Number of guidance counsellors	3
	 Teacher turnover	28%
Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	Indian
	 External Tests and Examinations	CBSE, NGRT
	 Accreditation	CBSE
	 National Agenda Benchmark Tests	ASSET, IBT, CAT-4

## School Journey for The Indian Academy





## Summary of Inspection Findings 2018-2019

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

### Students' Outcomes

- Across all grades, students generally make at least good progress in learning English, mathematics and science. Conversely, their progress in learning about Islam and Arabic as an additional language is only acceptable. Students' attainment reflects a similar pattern, with the exception of stronger attainment in English in the secondary grades. Students' learning skills are good across three phases but are only acceptable in the primary phase.
- Students' personal and social development are very strong across the school. They exhibit an age-appropriate understanding of Islamic values. They have a sound awareness and appreciation of Emirati heritage and of both their own, and other world cultures. Students show they are developing good or better social responsibility and innovation skills; this is most evident in the older grades.

### Provision for learners

- Teaching standards are typically good across the school, however in the primary phase, they are too frequently, only acceptable. In the best lessons, teachers plan effectively, but this is not yet a consistent feature across all key subjects. There are many new teachers who would benefit from training to help them challenge students more effectively and to support them in the development of the full range of learning skills.
- The assessment of learning is of a good quality across all four phases of the school. The school is data-rich regarding students' attainment and there is thorough analysis of the data. Not all teachers use assessment information effectively to plan their lessons. Again, this aspect is better in some subjects than in others.
- The curriculum is well-designed and effectively implemented. Adaptations to the curriculum are well-informed by assessment data and information. The curriculum meets the requirements of the Indian CBSE programme and is compliant with the UAE Ministry of Education. There is effective curricular enrichment including a weekly 'Maker Space' [MS] double period. The higher ability students are not always sufficiently challenged.

### Leadership and management

- Although there is variability, the overall effectiveness of leadership is good. The school's internal review processes are effective, but leaders' Self-Evaluation Form [SEF] judgements are occasionally too generous. Improvement plans are realistic, and progress is being made on the recommendations from the previous inspection. Partnerships with parents and the community are good and enrich the experiences of students. The governing body is mostly new and needs to become more familiar with the school quickly.

### What the School does Best:

- Students are making good or better progress in learning English, mathematics and science.
- The students' personal and social development is mostly very good.
- The assessment of learning and the curriculum are of a good quality.
- The protection, care, guidance and support of students are of a good quality.
- The quality of leadership is good overall.







### Key Recommendations:

- Improve the progress made by students in Islamic Education and Arabic as an additional language, so that their attainment levels are at least good.
- Improve the standards of teaching, especially in the primary phase, so that most lessons are of a good or better quality.
- Improve the knowledge that governors have of the school and its priorities for improvement.

## Overall School Performance

Good

### 1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	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	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 English	Attainment	Good	Acceptable	Good ↑	Very good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Good	Good	Good	Acceptable
	Progress	Good	Good	Good	Good
 Science	Attainment	Very good ↑	Good	Very good ↑	Very good
	Progress	Very good ↑	Good	Very good ↑	Very good
		KG	Primary	Middle	Secondary
Learning skills		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 ↑	Very good	Very good	Very good
Social responsibility and innovation skills	Good	Good	Very good ↑	Very good

## 3. Teaching and assessment

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

## 4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good ↑	Good ↑	Good ↑	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	Good
School self-evaluation and improvement planning	Good
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.

#### Schools Progression In International Assessments

**meets expectations.**

- The actions to secure the positive outcomes to date are based on a strong vision in the school to raise attainment. This is part of the strategy to align critical knowledge, understanding and skills from the Indian curriculum to the challenges of national and international expectations of the NAP

#### Impact Of Leadership

**meets expectations.**

- Leaders at all levels are fully conversant with the vision and expectations of the NAP and all strive to promote this within the school, without compromising other visions and strategies. The NA is acting as a positive catalyst in many areas of school development as it is seamlessly integrated into subject, teaching and learning and growing leadership action plans.

#### Impact Of Learning

**meets expectations.**

- The school vision that is prioritising, both the learning in classroom and the concept of independent learners, has been very closely linked to the NAP vision. Rising attainment has been synonymous with critical thinking in all three core subjects, with features such as interpretation and synthesis of texts in English and mathematics, evaluation of information in science and critiquing of answers and problem solving across the curriculum. The development of critical thinking and research skills is underdeveloped in the primary phase.

**Overall, the schools progression to achieve the UAE National Agenda targets meets expectations.**

#### For Development:

- Increase the level of challenge in the work for primary students and help them to become more independent in their learning.
- A whole school review is required, to secure the agreement of leaders and teachers upon the effective use of information technology, sharing best practice where it exists. This should then be used to encourage students to become even more critical thinkers and capable researchers, both in and out of school.



## Reading Across the Curriculum

- Reading outcomes are steadily improving. The school's reading policy and a range of strategies have fostered continuous development of students' reading skills, across the curriculum.
- A large majority of students across the school are confident readers. They enjoy reading and understand its importance in raising their achievements in school.
- The school library is currently an under-used resource. The library development plan should play a stronger role in engaging and supporting all students as developing readers.
- Senior leaders are fully committed to the development of reading across the curriculum. They promote and support a range of positive initiatives.

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

### For Development:

- Engage and motivate all students to be constant and competent readers by supporting mathematics, science and Arabic teachers to become teachers of reading and by encouraging greater use of the library and its many resources.

## UAE Social Studies

- The school has adapted the UAE social studies curriculum for all age groups. The differentiated resources provided for the many groups of students are adequate.
- Students show sufficient levels of independence, collaboration and interaction. They make frequent connections between areas of learning. A few students can explore things for themselves and use technologies to support their learning.
- In lessons and in their recent work, most students attain levels that are in line with the curriculum standards of the UAE social studies curriculum; a few attain above them.
- In lessons and in their recent work, most students make the expected progress in relation to their individual starting points and the UAE social studies curriculum standards.

**The school's implementation of the UAE Social Studies Programme is Approaching Expectations.**

## Innovation

- Students are not offered sufficient opportunities to show that they can be innovative in their learning. The availability and use of technology by students in lessons, whilst evident, remains inconsistent.
- Students participate actively in projects, promoting social responsibility across all phases. The most innovative of these are to be found in the middle and high-school phases.
- Teachers demonstrate varying abilities to promote innovation in their lessons. The 'MS' double period on Tuesdays offers all students some opportunities to be innovative.
- There are elements of the curriculum that are promote innovation. However, this is an inconsistent feature, insofar as it not observed across all subjects.
- The principal has established culture of innovation as part of the school's vision. However, in some areas, IT resources are insufficient to realise it fully.

**The school's promotion of a culture of innovation is Developing.**

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Students' recent written work and lessons observations confirm that their levels of attainment and progress are broadly in line with the expected curriculum standards, across all phases. The girls' attainment and progress are slightly better than those of the boys.
- Students have age-related knowledge and understanding of Hadeeth, Islamic values and morals. In the middle and secondary grades there is slightly stronger knowledge of Islamic concepts and principles, but their understanding of Islamic law and their recitation skills are both in need of improvement.
- Students are making steady progress in developing their understanding of Islamic history, but slower in developing their understanding of the Holy Qur'an verses. The students' understanding of Islamic etiquettes, Seerah and the pillars of Islam and faith is improving.

#### For Development:

- Improve the students' recitation skills and raise the expectations in lessons so they progress faster and are always sufficiently challenged in line with their abilities.
- Modify the curriculum across the Islamic elements in order to match the learning needs of different groups of students.

#### Arabic as an Additional Language

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

- The students' attainment levels are in line with the curriculum expectations across all three phases. The recent work of students confirms this. The progress of students remains acceptable.
- The students' listening skills are the strongest across all phases. Their speaking is limited to short conversations, mostly because of limited opportunities for them to speak. Their reading of familiar words and phrases is accurate, but their independent writing skills remain underdeveloped. This is primarily due to teachers' low expectations.
- Whilst the ongoing development in students' listening skills is a strong feature in the subject, there are less consistent improvements in developing students' speaking and independent, creative writing skills.

#### For Development:

- Provide more opportunities and support for developing students' skills in speaking and creative writing.
- Modify the curriculum across all language skills to match the needs of students.

## English

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

- The good levels of attainment in English are less evident in the primary phases, where students have too few opportunities to achieve to their full potential. Overall, students make steady progress across all of the four language skills, from the Kindergarten (KG) to Grade 10.
- Senior phase students read well with understanding. Systematic self and peer assessment are effective in developing their critical skills. Students justifiably take pride in their strong writing and public speaking skills.
- Students are developing learning strategies such as listening for meaning, reading for understanding, editing peers' writing, reporting, discussing and debating. These strategies are proving effective in raising their attainment.

### For Development:

- Develop students' capacity for critical thinking.

## Mathematics

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

- Improved literacy and problem-solving skills are features of students' good attainment in the primary and middle phases. Students' reasoning and decision-making skills are improving in the secondary phase, enabling them to make good progress.
- Inclusive strategies are working particularly well with the lower ability students and with students of determination. The use of age-related Indian curriculum standards requires further adaptation to maximise the achievements of students, especially those with higher abilities. Some teachers do not exhibit the highest expectations of students.
- Across all phases, students are confidently developing their skills in the completion of problem-solving activities. Many teachers need to plan greater personalisation into their teaching in order that all students achieve appropriate learning goals, by the ends of lessons.

### For Development:

- All teachers should demonstrate the highest expectations across all phases to add rigour in lessons and to accelerate the progress of all students.
- A better balance of mathematical themes to build on previous learning would improve continuity and help students attain at and above the expected curriculum standards, especially in Secondary.

## Science

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

- Students' achievements in the Kindergarten, middle and secondary phases are generally higher than in the primary phase. This is primarily because of a stronger emphasis on teachers planning motivating, practical investigations. There are also benefits seen in the effective use of self-assessment in lessons in these phases.
- Through improved, inquiry-based learning approaches, students' investigative skills are developing effectively across most phases. Students predict what might happen and then carry out an investigation to explore their hypotheses.
- Some teachers are particularly effective in developing their students' skills in analysis and critical thinking.

### For Development:

- Drawing on the best practice that exists in the subject, increase opportunities for all students in the primary phase to become independent learners, develop their skills of inquiry and begin to think more analytically.

## Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable ↓	Good	Good

- Students mostly demonstrate positive attitudes and are active learners. Kindergarten children respond positively to their teachers. When given tasks, most students are able to work productively, without direct supervision. Most notable in the primary phase, students are too seldom offered the chance to work collaboratively.
- Students are not always given enough opportunities to be innovative in their learning. However, enquiry-led learning, problem-solving, and approaches to critical thinking and reflection are seen in science lessons, most notably in the upper phases.
- Most students contribute to meaningful discussions in lessons and are able to reflect on their learning. A large majority of students can link their learning to the wider world, in age-appropriate ways. The use of technology by students in lessons is rare.

### For Development:

- Students need more guidance and structured opportunities, in every lesson, to promote the development of their independent learning skills.



## 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' high rates of attendance, positive attitudes and courteous behaviour contribute to a school ethos of personal and social responsibility. Almost all students work quietly in lessons. They move about the school in an orderly fashion.
- Being quite self-reliant, when they are given the opportunity to work collaboratively, in most lessons, students carry this out well. They also respond positively to constructive criticism from their teachers and peers. Considerate and caring, the students are consciously inclusive as a matter of principle.
- Students are keen to adopt and promote healthy and safe lifestyles. Some even check that their peers make healthy choices when eating.

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

- The students' understanding of Islamic values is evident in the many activities in which they participate and in the respect that they show during the many readings of the Holy Qur'an. Students are aware of the influence of Islam on the multicultural city of Dubai.
- As a result of awareness campaigns, students demonstrate a strong appreciation of Emirati culture and the traditions of the UAE. They participate with enthusiasm, in local celebrations such as National Day, Flag Day, Eid holidays and the observance of Ramadan.
- As shown by a wide range of activities, students have a thorough knowledge and understanding of their national and regional Indian cultures. They are aware and proud of their heritage. However, their awareness of worldwide cultures is still developing.

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

- The development of students' social responsibility and innovation is strong in the Kindergarten and primary grades. This is an even stronger feature in the middle and secondary phases. Most students contribute enthusiastically and with impact to school life and the wider community. They are supportive, caring and considerate toward others, as shown by, for example, their fund-raising activities.
- Students have a very strong work ethic. They show this through a range of innovative projects, implemented by the school, and through those created by the older students, in the middle and secondary phases.
- Students have opportunities to become involved in projects concerning the environment. These contribute positively to their awareness and understanding of environmental sustainability particularly in the middle and secondary grades.

### For Development:

- Improve the depth of students' understanding of a broader range of worldwide cultures.
- Develop the students' innovation, enterprise and entrepreneurship skills, by encouraging them to develop and pursue their own ideas, especially in the primary phase.

### 3. Teaching and assessment

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

- Standards of teaching vary considerably, across different subjects and phases. Most teachers enable their students to make good progress, particularly in the KG, middle and secondary phases. In the primary phase, new teachers require further professional development to focus on learning outcomes rather than on their teaching performance.
- Skillful questioning to stimulate students' critical thinking is more developed in English and science than in other subject areas. Lesson plans are detailed, with clear learning objectives and the grouping of students by their attainment levels. Collaborative learning tasks, where seen, are effective across most phases, but less so in the primary phase.
- Not all lessons sufficiently challenge all students. Independent and collaborative learning skills are developed effectively by some teachers in some lessons, but this is inconsistent across all subjects and grades.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Good	Good

- Good assessment procedures link well to the CBSE curriculum standards and teachers identify their students' learning stages accurately. In the KG there are clear criteria to help teachers assess, analyse information, record progress and to thereafter, set appropriate goals for the children.
- Teachers use data-rich and accurate assessment procedures and keep diaries of outcomes to inform their planning for the next lesson. Too often, however, especially in mathematics, Arabic language and Islamic Education, subsequent tasks have insufficient levels of challenge, because they have not been sufficiently personalised. The results of benchmarking assessments are not consistently used to adapt teaching to achieve this personalised delivery.
- In English lessons, teachers provide personalised assessments and students are regularly involved in assessing their own work. The school's vision to develop peer review is only just beginning to happen in other key subjects.

#### For Development:

- Use the analysed benchmarked assessment information to inform and modify lesson plans.
- Personalise tasks with more focus, to improve subject knowledge, skills and understanding for all individuals and groups of students.

#### 4. Curriculum

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

- The curriculum is aligned to the Indian 'NCERT' framework and is compliant with the UAE Ministry of Education's guidelines. Cross-curricular links in lessons enable students to make connections to the real world. The MS lessons meet the interests of students and develop their skills of innovation and enterprise.
- Students experience the key and other subjects, as well as life skills and values education. The 'STEAM' programme provides further opportunities to develop thinking, innovation, enterprise and '21<sup>st</sup> century' skills. Technology is used in some lessons, but there is not yet a school-wide, consistent approach to promoting students' research skills
- The curriculum is periodically reviewed by the principal, subject leaders and teachers. The KG curriculum is reviewed to make it culturally compatible and more stimulating. In the primary and middle phases, the curriculum is mapped to include content and skills aligned with the TIMSS, PISA and PIRLS testing requirements.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good ↑	Good ↑	Good ↑	Good

- The curriculum is effectively adapted using Cognitive Ability Test 4 (CAT4) results, aptitude tests and teacher assessment. The modifications have increased the attainment of students across all phases. Teachers' abilities to modify lessons to meet the needs of all learners has improved; however, learning outcomes of students are still inconsistent across grades and subjects.
- Students engage in a range of enrichment and entrepreneurial activities. They plan, organize and lead events such as charity campaigns and drives for conservation. They develop innovative thinking in cross-curricular activities that sometimes incorporate problem solving, critical thinking and the use of technology. Curriculum progression is not sufficiently well considered in some subjects.
- Displays in school that celebrate days and events, visits and cultural tours provide regular opportunities for students to make links with Emirati culture.
- Children in Kindergarten 2 receive instruction in Arabic.

#### For Development:

- Ensure that there is proper progression of curriculum content across the phases in Islamic education and UAE Social Studies.

## 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 rigorous safeguarding procedures in place. The very effective supervision of students throughout the day, ensures their safety. Arrivals and departures on the buses are very well managed. Some private vehicles arrive at the school in a disorganised manner.
- The school has effective systems for addressing all forms of abuse and bullying, including online. The school grounds and buildings are clean and tidy, and equipment is well maintained. Regular and thorough safety checks are carried out across all areas of the school.
- The school promotes a safe and healthy ethos through the curriculum and during well-planned assemblies. Healthy lifestyles are linked to encouraging healthy dietary choices and regular checks are made of students' lunches. Students' health and well-being are overseen and promoted by a qualified medical team.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- Relationships between leaders, teachers and students are almost always positive and respectful. Students enjoy coming to school and so attendance is regular and punctuality is very good. The 'Happiness Meter' has enhanced the school's culture and increased leadership opportunities for students.
- The identification of 'students of determination' is effective. Systems are set up to support and respond to their identified needs. These are robust and implemented sensitively and with care.
- The identification of and provision for gifted and talented students is inconsistent. The school is in the early stages of implementing effective procedures to nurture the gifts and talents of this group of students.

### For Development:

- Plan different teaching strategies to challenge the high achievers more robustly.



## Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The governor for inclusion and the principal are strongly committed to inclusion and are aware of the provision for and outcomes of students of determination. The new coordinator of the learning support centre is well qualified and experienced.
- The school maintains an effective, early identification and intervention programme. The inclusion education team works closely with the parents, leaders and external professionals to ensure that accurate identification and diagnostic information is available to inform teachers' planning and interventions.
- The school maintains regular contact with parents. They are kept informed of their children's progress and achievements and are alerted to any issues affecting well-being. The school strives to involve parents through individual education plan (IEP) meetings and training sessions.
- Accommodations and differentiation strategies are too often incorrectly implemented in lessons. Activities do not always meet the individual learning needs or accurately assess a student's knowledge and skills. Personalised support is not always well focused and can limit students' independence.
- Assessment data analyses, target setting, and regular tracking are used to monitor and record students' progress. Information from internal and external assessments, students' work and observations indicate that a majority of students are making good progress in most subjects. Their personal development is also in line with age-appropriate expectations.

### For Development:

- Provide training and development of teachers on the design and implementation of IEPs for students of determination.

## 6. Leadership and management

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

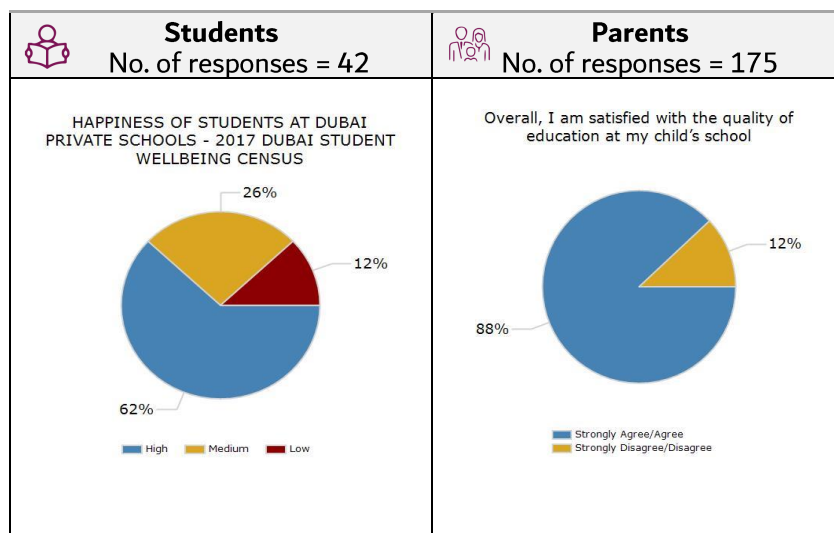
- The school's leadership team includes five people who are recently appointed. The principal, in her third year, has led the school through a period of change that includes the appointment of new governors and over 30 new teachers. In this context, the school has maintained an overall good level of provision and outcomes, due to a shared vision and effective communication. The new leaders demonstrate the capacity to continue to improve the school.
- The leadership team has an ongoing daily programme of internal evaluation that monitors key elements of provision. Improvement plans are based on short and long-term priorities, including those linked to the recommendations of the previous inspection report. The judgements made on the internal evaluation document were too aspirational in some instances.
- The school provides regular opportunities for parents to be actively involved and contribute to the activities of the school. A wide range of methods is used to communicate with parents to keep them informed about the school and their children's achievements. Regular and sufficiently detailed reports keep the parents informed of their children's progress and next steps in learning. Strong links with local communities and other schools benefit the older students.
- With a number of new members, the governing board is comprised of employees, parents, teachers and other adults. It has no representation from students. The governors exert a positive influence on the school and ensure that statutory requirements are met. Most members of the governing board lack current knowledge of the school and its priorities for improvement. Consequently, their collective ability to hold the leadership team to account is limited.
- The daily management of the school is effective and efficient. Teachers and other staff members are well qualified and have appropriate expertise. The teaching staff benefits from regular training that closely matches the school's development plan. School facilities and resources provide a suitable environment for learning to take place. However, the library is small, underused and the collection of books is limited, appropriate for younger students only.



### For Development:

- Develop the knowledge and skills of the leaders who are new to the school.
- Enhance the library resources to support improved student literacy.

## The Views of parents and 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. 51



 <p><b>Students</b></p>	<ul style="list-style-type: none"> <li>A total of 42 students responded to the well-being census. They reported that general well-being was broadly in line with that of students across Dubai. On some indicators, these students were more positive about their education than their peers in other schools.</li> </ul>
 <p><b>Parents</b></p>	<ul style="list-style-type: none"> <li>A total of 175 parents responded to their survey. Almost all agreed that they are satisfied with the quality of education their children receive. Parents indicated that their children were safe and get on well with their teachers. A majority indicated that they were involved in the school's programmes. More than a few parents indicated that bullying is an ongoing issue at the school. A few disagreed that school leaders listen to them.</li> </ul>

## 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](mailto:inspection@khda.gov.ae)